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ABSTRACT

A case study gathered information about the environment of Reading Recovery, a one-on-one tutorial approach to helping first-graders who have problems learning to read, in an elementary school in an upper middle class suburb of Columbus, Ohio. Interviews were conducted with the five Reading Recovery students, their Reading Recovery teacher, mothers of the five students, the school principal, other teachers, and a Reading Recovery teacher trainer. Data also included observations and recorded descriptions. Results indicated that: (1) a picture of Reading Recovery emerged that reflected much of what has been written about it; (2) processes such as child-centeredness, the teaching of strategies, and home-school relationships were supportive of the program; (3) many principles of good teaching were observed in the Reading Recovery classroom; (4) the program, while following a master plan, is nevertheless unique; (5) the use of trade books and writing in both the Reading Recovery and the regular classroom provided congruence with regular classroom activities; (6) all students made progress, and four of the five students were discontinued from the program; and (7) opinions about the program from those involved directly and indirectly were mostly positive. (Eleven figures illustrating various aspects of the Reading Recovery program and data collection procedures are included; a list of target questions for classroom observation, six forms to record a variety of information, prepared interview schedules, verification instructions, classroom diagrams, suggestions for a second-year follow-up study, and 72 references are attached.) (RS)

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A CASE STUDY OF THE ENVIRONMENT OF READING RECOVERY WITHIN A SELECTED SCHOOL SETTING

THESIS

Presented in Partial Fulfillment of the Requirements for
the Degree Master of Arts in Education

By

Nell Shelton Meece, B.A.

****

Otterbein College

1992

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To my family, for their constant encouragement
and support throughout my program

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Many people have contributed to the research and writing of this thesis. I would like to thank my adviser, Dr. Patti Baker, for her encouragement and guidance. She has shown much patience and has helped me in numerous ways during the research and writing processes. I admire her gift of "a word well-spoken" and thank her for sharing her expertise and wisdom with me on many occasions.

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I appreciate the friendships of my fellow graduate students, several with whom I have studied throughout our entire program.

Finally, I thank God for his strength and help and for the privilege of completing this degree.

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THESIS ABSTRACT

OTTERBEIN COLLEGE

NAME: Meece, Nell Shelton **QUARTER/YEAR:** Spring, 1992

DEGREE: Master of Arts in Education

ADVISER'S NAME: Baker, Dr. Patti R.

TITLE OF THESIS: A Case Study of the Environment of Reading Recovery Within a Selected School Setting

This case study report presents information about the environment of Reading Recovery in one selected school setting. Reading Recovery is a one-on-one tutorial approach which is used to help first graders who are having problems learning to read. Participants in the case study were those persons directly involved in the Reading Recovery environment of the selected school and those closely related to it; included were the five current students of the Reading Recovery teacher. The study took place in an upper middle class suburb of Columbus, Ohio. This report describes the research methodology, the Reading Recovery program at the school, program participants, effects of the program, and opinions about the program. Conclusions were that there are processes at work within the program which are helping students learn to read, that most opinions about the program were positive, and that all five students were making progress in reading. Some concerns of participants and the researcher are listed.

Patti R. Baker, Ph.D.

Adviser's Signature

CHAPTER I

INTRODUCTION

Background of the Problem

Approximately 23 million adults in our nation are functionally illiterate (functioning at fourth grade level or below) (Richek, List, & Lerner, 1989). These figures are evidence that many people encounter problems during the process of learning to read. Compensatory or remedial reading instruction in the schools has been used to meet the needs of at-risk learners who experience reading problems (Richek, et al., 1989). For [over] 20 years, federal financial commitment to young, at-risk readers has been in the form of Chapter I support (Allington, Stuetzel, Shake, & Lamarche, 1986).

The subject of this research study is Reading Recovery, a relatively new form of help for at-risk readers in the state of Ohio in federally-funded Chapter I and other compensatory classrooms (Wayson, Mitchell, Pinnell, & Landis, 1988). Reading Recovery is a one-on-one tutorial approach in which a specially trained teacher meets daily with a child who has been identified as needing special services (Wayson, et al., 1988).

This thesis is a case study which was conducted as part of a larger, longitudinal study of Ohio's compensatory reading programs undertaken by Battelle Memorial Institute. Battelle, a research organization, is conducting the study for the Ohio Department of Education. Several case studies, in large part designed by the author, were simultaneously implemented to give context to Battelle's five-year field study which was initiated in the fall of 1990 (Simpkins, 1991).

It has been estimated that 15% of the first graders in Ohio have problems learning to read (DeFord, Pinnell, Lyons, & Young, 1988). According to Becoming A Nation of Readers: The Report of the Commission on Reading (Anderson, Hiebert, Scott, & Wilkinson, 1985), research indicates that monetary investment returns in education are greatest in the primary grades when children are beginning to read. The Reading Recovery program serves at-risk children who are in the first grade.

The name Reading Recovery encompasses two terms which deserve definition. According to Richek, et al. (1989), reading may be defined as "the process of constructing meaning through the dynamic interaction among the reader, the text, and the context of the reading situation" (p. 7). The term recovery refers to having the child reach the average reading level for his or her classroom, according to the developer of Reading Recovery, Marie Clay (Clay, 1982). Clay states that the name Reading Recovery was coined to distinguish it from remedial reading because, she says, the two are very different programs (Clay 1987a). Remedial reading programs are designed to help those who are experiencing problems learning to read (Richek, et al., 1989), but Clay considers Reading Recovery to be "an early intervention program" rather than a remedial reading program (Clay, 1987a, p. 53). Pinnell, DeFord, & Lyons (1988) explain that in Reading Recovery the plan is to intervene early when a child is learning strategies, before failure with its accompanying problems takes place.

Clay argues for early intervention. According to Clay (1985), remediation often fails because it is started too late. The early at-risk reader does not have effective strategies to rely on (Clay, 1979b). Instead, the students having the most trouble reading appear "to be doing exactly and only what they are told," becoming "instruction dependent" (Clay, 1979a, p. 250).

Clay's research indicates that children with learning difficulties develop ineffective strategies early. Helping these children becomes more difficult as they "practice failure." The plan of Reading Recovery is to intervene before the "cycle of failure" starts (Wayson, et al., 1988, p. 192). Reading Recovery is "something extra," and it is taught as the child continues to receive regular classroom instruction (Pinnell, 1989, p. 168).

Reading Recovery began in New Zealand. Research there indicated that children in the program made "accelerated progress" in Reading Recovery instruction and that they were on a level equal to their peers and needed no further remediation after an average of 12 to 14 weeks. Three years later, the gains had been sustained (DeFord, et al., 1988, p. 2). Reading Recovery was initiated in Ohio during the 1984-85 school year with a pilot project. The following is from a 1989 report from The Ohio State University's Reading Recovery staff:

> Evidence from the first years of implementation indicates that Reading Recovery has had positive outcomes for children initially determined to be at risk of failure in reading. The great majority of children who receive a full program in Reading Recovery make accelerated progress and perform within the average range for their classes. Children retain their gains and continue to make progress at least 3 years after the intervention (Staff, p. 10).

Given the scope of previous research, it was determined that further insight could be gained about Reading Recovery in a descriptive study of a Reading Recovery school. This study investigated the environment of Reading Recovery in a selected school setting, as illustrated in Figure 1. The

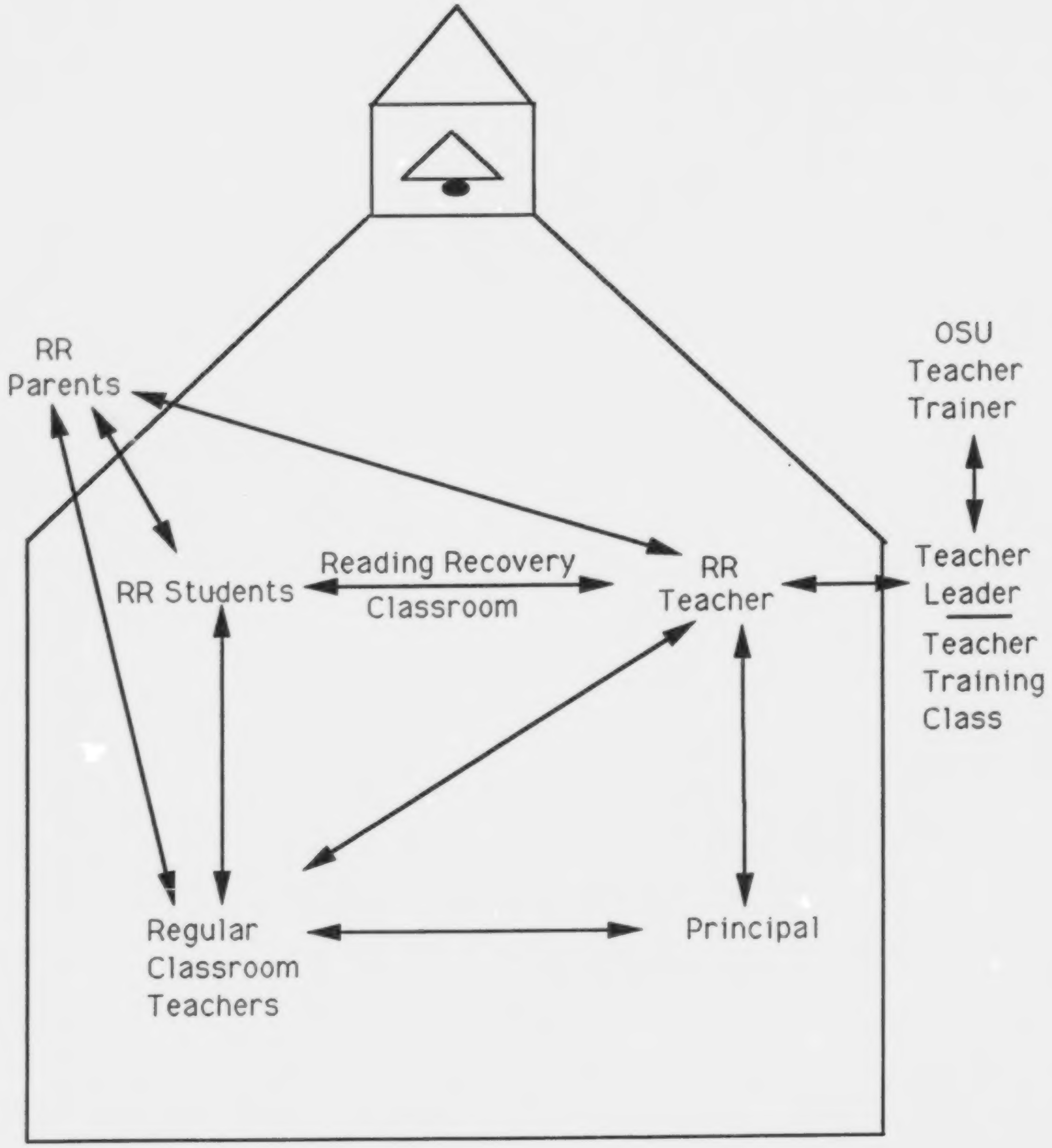


Figure 1. The environment of Reading Recovery in a selected school setting.

environment of Reading Recovery includes people directly involved in Reading Recovery and those closely related to it: Reading Recovery students, the Reading Recovery teacher, classroom teachers, parents of Reading Recovery students, the school principal, Reading Recovery teacher leaders, and a Reading Recovery staff trainer at The Ohio State University. The purpose of the research was to gain insight into the Reading Recovery program by describing its teaching practices and the responses to the program by people directly involved and those closely related to it, as listed above and shown in Figure 1. Teaching practices include student selection, teacher training, and tutoring strategies used with the students. Responses to the program are the opinions of interviewees and progress in reading by Reading Recovery students as seen through observations, interviews, and document descriptions. The research has attempted to answer the following questions, but it was not necessarily limited to them:

1. What are the characteristics and nature of the Reading Recovery environment within the selected school setting?

2. What are the effects of Reading Recovery instructional methods on first graders experiencing difficulties learning to read?

3. What are the opinions about the program of those involved in and closely related to Reading Recovery?

In this research report, the researcher uses terms which are unique to Reading Recovery. These terms are defined in the following section.

Definitions

Diagnostic Survey--A series of reading tests given to determine a child's strengths and weaknesses and strategies used (components are listed in the section on child selection) (Clay, 1979a, 1985)

Discontinued Reading Recovery children--Children who have been released from the program because they have finished it successfully (DeFord, et al., 1988)

Full program--A program in which a child had 60 lessons or was discontinued (Lyons, Pinnell, DeFord, Place, & White, 1990)

Not discontinued Reading Recovery children--Children who for one of several reasons, such as moving or not responding to the program after 20 weeks of lessons, were not discontinued although they had had 60 or more lessons (DeFord, et al., 1988)

Program classroom--A shared, regular classroom in which the team of two teachers has been trained to teach Reading Recovery (DeFord, et al., 1988)

Reading Recovery program children (or program children)--Children who have had 60 or more Reading Recovery lessons or were discontinued (Lyons, et al., 1990)

Running record--A recording of the child's oral reading during a Reading Recovery lesson through "a coding system" (Pinnell, 1990, p. 19)

Limitations

This research used the case study method. It was limited to "a slice of life" (Guba & Lincoln, 1981, p. 371): a view of this program as it was operating during this period of time, the spring of 1991, at one school, with its particular participants.

This sample is by its nature a small one, which limits generalizability. However, lack of generalizability is not necessarily a negative trait of the research. Rather than attempting to establish generalizability in a case study, one attempts to establish credibility (P. R. Baker, personal communication, September 11, 1990). Guba and Lincoln (1981) list methods for establishing credibility, and each method relates to verifying the information collected with other observers or those observed: (1) host verification or "member checks"--checking information with members of the group; (2) triangulation or corroboration--checking with other members or using "other methodological tools and measures"; (3) independent observer analysis--verifying information with another observer; and (4) phenomenon recognition--asking those who experience the situation if such a phenomenon is their own experience. This researcher employed information verification in the study by asking interview questions based on literature research and case study research, by verifying data following interviews and some observations, and through triangulation of data by methodically asking several participants the same questions.

In a case study, there is the threat of researcher bias (Best, 1981; Bogdan & Biklen, 1982; Guba & Lincoln, 1981). The researcher must "constantly confront his or her own opinions and prejudices with the data" (Bogdan & Biklen, 1982, p. 42). However, this researcher tried to be as objective as possible by constant reflection and by striving for data collection unhampered by opinion and preconceived ideas.

A problem in such qualitative research is the observer effect in which people being observed change their behavior (Bogden & Biklen, 1982). A way to control this limitation is to act in a "natural, unobtrusive and nonthreatening manner" (Bogdan & Biklen, 1982, p. 43) as one observes in the classroom and participates in interviews. Bogdan and Biklen (1982) suggest observer's comments in the form of memos or a diary "to acknowledge and control observer's effect" (p. 89). This researcher blended into the background as much as appropriate and kept observer's comments in the form of a diary.

In a case study, qualitative assessments give life to descriptions. At the same time, the information in this report is filtered through one person, the researcher, who is subject to error. This researcher has used audio tapes and the corrected summary verification process in an attempt to diminish errors such as inaccuracies and the elimination of pertinent information.

Summary

There is a need for compensatory reading services, and research has indicated that intervention in the primary grades is the most cost-effective procedure. Reading Recovery is an early intervention tutorial approach for working individually with first grade children having problems learning to read. The researcher implemented a case study to describe a specific Reading Recovery program and to look concurrently for possible explanations of reader progress. The study contributes context to a larger field study.

The research report takes the following form:

1. Chapter I explains the background of the problem and the research study.
2. Chapter II presents a review of the literature related to Reading Recovery.
3. Chapter III describes the methodology employed for the case study and includes descriptions of data collection and data analysis.
4. Chapter IV is a discussion of the study results and focuses on a description of the program, processes at work within the program, effects of Reading Recovery on the

first grade participants, and opinions about the program.

5. Chapter V summarizes the study by providing conclusions, implications for classroom practice, and recommendations for further study.

CHAPTER II

A REVIEW OF THE LITERATURE

Background of Reading Recovery

Reading Recovery was begun in New Zealand by Dr. Marie Clay, child psychologist and educator (Pinnell, DeFord, & Lyons, 1988). In the 1970's, Clay's research project involved observing and learning from teachers working with children with reading difficulties (Clay, 1979). Researchers observed teachers helping children learn to use strategies, and they noted what good readers do when they read. From her research, Dr. Clay designed a lesson structure which included reading for meaning (Pinnell, et al., 1988).

Field trials began in 1978, and techniques were improved over a three-year period. It was found that Reading Recovery children made progress which enabled them to read on levels equal to their peers and that they maintained their gains (Pinnell, G., Fried, M., & Estice, R., 1990). It was reported that children reached the average for their classes in 14-16 weeks and had sustained their gains three years later. As a result, Reading Recovery was made a national program in New Zealand (Pinnell, et al., 1988).

In 1984 a pilot project for Reading Recovery began in Ohio. Marie Clay and Barbara Watson, National Director of Reading Recovery in New Zealand, were in Ohio for a majority of the school year training teachers and teacher leaders in cooperation with The Ohio State University (Pinnell, et al., 1990). In 1985, funds were allocated by the Ohio General Assembly for training teachers and for purchasing books. The program has subsequently spread throughout Ohio and is now in 16 states (Pinnell, 1990). There are 22 sites in Ohio training Reading Recovery teachers. Nine new sites were to begin operation in 1990-91 (Pinnell et al., 1990). Ohio is the first state to extend Reading Recovery throughout the state (Boehnlein, 1987).

With this background of Reading Recovery in mind, various components of the program will be explained.

Reading Recovery Components

The Reading Recovery components which will be discussed are the theoretical base of Reading Recovery, child selection for the program, the lesson structure, and teacher training.

The Theoretical Base of Reading Recovery

Pinnell, et al. (1988) list six principles of Reading Recovery: (a) Reading Recovery is a "strategic process" (p.13). (b) Reading and writing are "reciprocal processes" (p. 13). (c) Reading must take place for acceleration to occur. (d) The reading instruction method influences a child's idea of what reading is. (e) Success is more likely with early intervention. (f) A child's progress can be accelerated.

These principles are expanded in various writings of those involved in Reading Recovery. Pinnell (1988a) states that the goal of Reading Recovery is "to help children develop an independent, self generating system for reading, the kind that good readers have, so that they can keep on learning to read better as they gain experience. This program is consistent with the principle that children learn to read by reading" (p.1). Clay (1988) points out that in this individual instruction, the child is "self-correcting and problem-solving" (p.8).

According to Clay (1988), Reading Recovery uses a child's strengths by having the child do a great deal of reading and writing. Acceleration is achieved, states Clay, through (a) tutoring that interacts with the child's needs, (b) daily lessons, (c) an emphasis on making the child independent, (d) combining easy reading and more difficult texts in the same lesson, and (e) teaching strategies (Clay, 1985). The goal of acceleration is for the child to attain a reading level equal to peers in the average reading group in his or her regular classroom (Pinnell, et al., 1988).

Clay (1987b) and Lyons (1987, April, 1988a, 1988b, 1989) believe that children learn to approach text in the same way they are taught. Clay says research indicates that good readers learn beyond what is being taught, but poor readers concentrate on the program's method of teaching. Clay thinks that children having problems learning to read practice inefficient responses and are "learning to be LD [learning disabled]" (p. 160). She believes it is better to build on the child's strengths by teaching strategies than to reteach in the area where the weaknesses lie, such as letter sounds. Razinski and DeFord (1988) compared children's concepts of reading and writing with the teaching methodologies in the children's classrooms. They concluded that there was a congruence between the methods used in classroom instruction (mastery, traditional, and literature-based) and what children thought reading and writing were.

Reading Recovery originated in New Zealand which has a whole language base in the schools (Pinnell, 1989). "Whole-language approaches are based on the idea that children are better able to build on their strengths when they are engaged in talking, reading, and writing that are whole, meaningful, and relevant to them" (Pinnell, 1989, p. 163). Pinnell (1989) says that Reading Recovery is "compatible with" the whole language philosophy of New Zealand and that the program incorporates a lot of reading and writing (p. 161). Lyons (1989) calls Reading Recovery's approach an "immersion in literacy acts" (p. 126).

Child Selection for the Program

In Ohio, children are chosen for the Reading Recovery program early in grade 1 after the Reading Recovery teacher has given the Diagnostic Survey and consulted with the first grade teachers and sometimes the kindergarten teachers. Standardized test scores are used in evaluation if available (Pinnell, et al., 1988). The children are taken from the lowest 20 percent of the first grade classes in a school (Boehnlein, 1987).

The Diagnostic Survey consists of (a) oral text reading as a running record is taken, (b) letter identification, (c) concepts about print, (d) a word test, (e) dictation and vocabulary tests, and (f) writing. A Diagnostic Summary for each child lists test results, strengths and weaknesses, strategies employed, and strategies to be learned (Clay, 1979a, 1985).

Decisions on placement into Reading Recovery are made based on the Diagnostic Survey, kindergarten and first grade teacher consultations, and standardized test results. After placements, the lessons begin.

Lesson Structure

Within the following discussion of the Reading Recovery lesson structure, details will be given on the first ten lessons, the daily schedule, materials, writing and reading, the lesson plan, strategies taught, and program release.

The first ten lessons. Pinnell, et al. (1988) relate that all lessons are individual lessons for 30 minutes a day, usually for 15 to 20 weeks. The first 10 days of the Reading Recovery lessons are spent "roaming around the known" (p. 9). This is a period when the child and the teacher become acquainted, read, and write. The teacher structures lesson content within the child's abilities, giving the child confidence to proceed and to take risks (Pinnell, et al., 1988). The teacher also learns more about where the child stands academically (Clay, 1985).

The daily schedule. The Reading Recovery teacher follows a prescribed order in the lesson and decides content according to the child's needs (Boehnlein, 1987). The schedule is (a) rereading familiar books, (b) rereading yesterday's new book with the teacher taking a running record, (c) letter identification, (d) writing a story, (e) putting the cut-up story in order, (f) introduction of a new book, and (g) reading the new book (Boehnlein, 1987; Clay, 1979a, 1985; Pinnell, 1990; Pinnell, et al., 1990).

Materials. Materials needed for the Reading Recovery classroom are books on different levels, a magnetic board with letters, blank books, felt pens for story writing, and a chalkboard (Clay, 1987a). Sentence strips are used when the child reassembles his or her story which has been written on the strips by the Reading Recovery teacher and then cut apart (Pinnell, 1990; Pinnell, et al., 1988).

Clay (1987a) says, "There is no programme package" (p.43).

Pinnell reported in 1989 that almost 1,000 trade books were on the Reading Recovery list. These published short books have been categorized into 20 levels and are equivalent to pre-reading through the end of first grade (Pinnell, et al., 1988). Books have been categorized by a committee composed of Reading Recovery staff from The Ohio State University and teacher leaders whom they have selected. The list is kept up-to-date by the committee (M. Hoffman, personal communication, January 28, 1991). The books have "interesting stories in natural language" (Boehnlein, 1987, p. 33). Clay and Watson (1982) state that the importance of reading many easy books was first seen in the New Zealand research. Clay (1985) believes that children should read material that allows about one error per 10 words. This 90% accuracy rate allows the child to better evaluate word choices being made (Peterson, 1988).

Peterson (1988) found in a study of Reading Recovery books that the 50 to 400-word books use supportive elements which change in degrees throughout the levels. In levels 1 to 4 there is the high support of illustrations, oral language structures, and repetition of language sentence patterns. In levels 16-20, illustrations provide less support, sentence structures are more complex, and there is more "formal story structure" (p.303). Peterson (1988) found that difficulty increases on a continuum across levels as evidenced by such elements as vocabulary difficulty and a shift from oral to literary language.

Writing and reading. The middle of the Reading Recovery lesson is reserved for writing. "Children read and write a lot daily" (Clay, (1988, p. 10). The Reading Recovery theoretical base maintains that children should be reading whole texts and writing instead of concentrating on isolated skills and drills (Pinnell, 1988b). Clay (1975) believes that writing helps a child pay attention "to the significant details of written language" (p. 3) and that a child's writing informs the teacher about the "child's visual discrimination of print" (p. 67). Clay (1988) states that "phonological awareness is effectively developed in Reading Recovery not by teaching phonics but by the children listening closely to sounds in words he wants to write" (p. 14). Following the writing, the child reassembles his or her story which has been written on sentence strips and cut apart by the Reading Recovery teacher (Pinnell, 1990).

Pinnell (1987) says that children "easily make links" between reading and writing (p. 51). Her recent study (Pinnell, 1988b) reported results of an examination of case studies of 23 randomly chosen Reading Recovery children for evidence of the children making connections between reading and writing. Results showed that the children did relate the two. For example, it was observed that they became aware of visual information through writing which helped them as they read.

The lesson plan. The lesson plan for a Reading Recovery lesson is written in the process of the lesson and is actually "an open-ended observational record" (Pinnell, 1988b, p. 6). The teacher records texts read and reading behaviors. The teacher analyzes the child's reading and uses "the teachable moment" to help the student "discover connections between reading and writing and what he or she already knows" (Pinnell, 1987, p. 52).

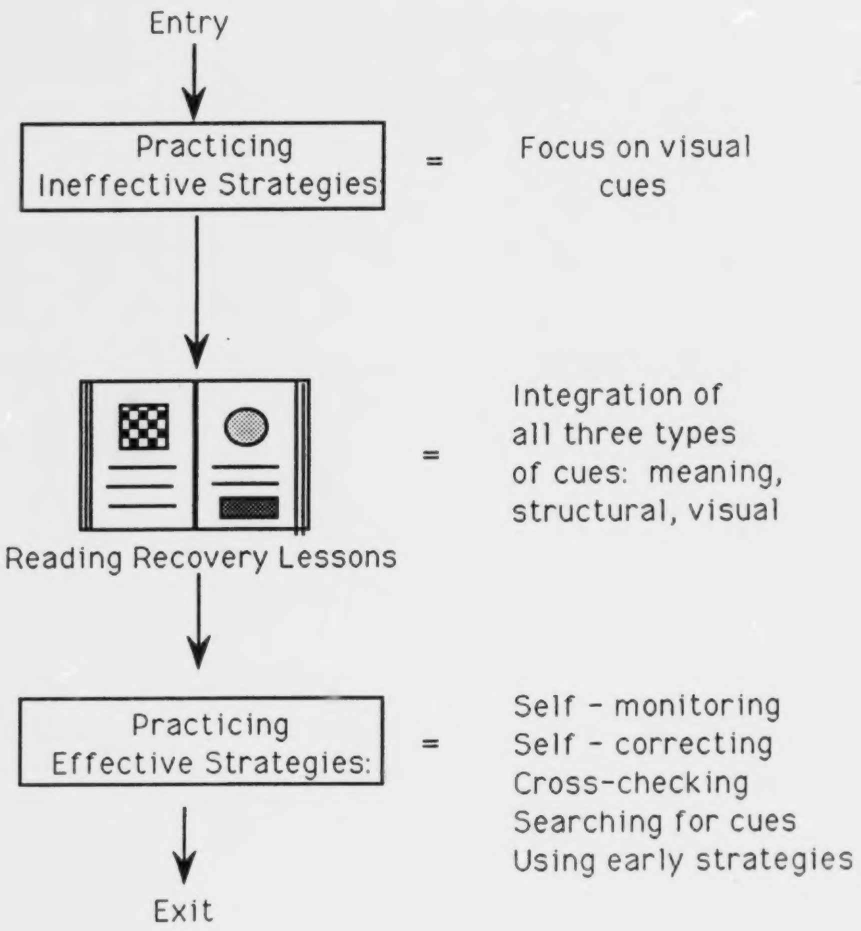
The teaching of strategies. The lesson sequence intent is to help children develop strategies that good readers use (Pinnell, 1990). The teachers help the children develop "self-improving strategies" so the children can read independently (Clay, 1982, pp. 174-175). Strategies are observed through the Diagnostic Survey, the lesson plan, and the running record (Pinnell, 1985). The running record is a technique of recording how the student reads each word of yesterday's new book. The teacher uses this information to decide what strategies the child is using to read (Pinnell, 1987). The running record has reliability between 0.70 and 0.90, according to Clay (1985).

Pinnell (1989) describes Clay's list of reading strategies or "in-the-head-processes" (p. 166). They are (a) basic behaviors, or early strategies, such as reading left to right, (b) self-monitoring using meaning, structural, and visual information, (c) cross-checking of additional sources of information, (d) searching for cues, and (e) self-correction. Cut-up stories encourage self-monitoring, and self-correction is reinforced (Clay, 1979a). Reading Recovery teachers tell the child when he or she is reading well, giving "encouragement and support" (Pinnell, 1989, p. 166).

A Reading Recovery teacher determines what cues a student is using by observing miscues and self-corrections. The teacher decides if the cue used is a meaning, visual, or structural cue (Clay, 1985). Reading Recovery teachers ask questions to teach self-monitoring. In relation to meaning, the teacher could ask, "Does it make sense?" For visual cues, "Does it look right? For sounds and letters, "What would you expect to see?" For structural, or grammar, cues, "Can we say it that way?" (Clay, 1979a, p. 59; Boehnlein, 1987, p. 35). (See Figure 2.)

Program release. When a child can read a basal text on the level of peers in the average reading group, he or she is discontinued or released from the program (Lyons, 1989). There are consultations with the classroom teacher, and the Diagnostic Survey is used for further evaluation. The Reading Recovery teacher decides if strategies such as self-monitoring and self-correction have been acquired (Clay, 1985).

Clay (1985) says that the successes of Reading Recovery are probably due to the type of instruction and to teachers



After Clay (1979a, 1985)

Figure 2. A child's process of change in Reading Recovery according to Clay.

with good training. The following section describes Reading Recovery teacher preparation.

Teacher Training

Several other professionals believe that the well-trained Reading Recovery teacher is the key to the program (Anderson & Armbruster, 1990; Pinnell, 1985, 1988, 1990; Wayson, et al., 1988). Anderson (1989) says that a group of outside evaluators saw high value in the teacher training. The training was originally developed during the 1970's New Zealand research (Clay & Watson, 1982).

Several areas of teacher training will be described here, including details of in-service training, Reading Recovery classroom models, decision-making, quality control, and training of teacher leaders.

The Reading Recovery basic teacher training consists of one year of in-service training for which the teacher earns nine quarter hours of university credit. In an initial 30-hour summer workshop, teachers learn to give and evaluate the Diagnostic Survey Test. During the school year, teachers attend 2 1/2 hour weekly classes after school and begin to tutor children at school in Reading Recovery lessons. Three times a year each teacher-in-training teaches one of his or her students behind a one-way glass and is observed by colleagues (Pinnell, et al., 1990). These demonstrations serve as instruction for the class, and discussions are led by teacher leaders (Boehnlein, 1987).

The teacher leader teaches four students personally everyday (Pinnell, Deford, & Lyons, 1988). The teacher leader teaches the in-service course to Reading Recovery teachers-in-training and maintains contact with them beyond the training year. He or she checks student progress and collects related data. The teacher leader is involved in helping classroom teachers and communicates with parents, school administrators, and others within the school district (Pinnell, 1990).

The classroom organizational plans for Reading Recovery implementation can take various forms. Three possible models are: (a) Two first grade teachers share a classroom, and each teaches Reading Recovery students a half day (this is a program classroom); (b) a substitute teaches a class while the classroom teacher teaches Reading Recovery for half a day; (c) a remedial or special education teacher teaches Reading Recovery a half day (Lyons, Pinnell, McCarrier, Young, DeFord, 1988; Yukish, 1988).

Clay (1987a) states that the training of teachers is not available simply from books or on a computer program. Rather, teachers "are trained to make effective decisions on the evidence of the child's responses" (p. 44). The demonstrations by teachers and students are central to the training sessions in which teachers learn about Reading Recovery procedures, observe and interpret reading behaviors, critique teachers' actions, and make decisions about children's reading and writing (Pinnell, 1987).

Changes have been observed in teachers as a result of Reading Recovery training. Woolsey (1986) studied teacher change in the classroom of a first grade/Reading Recovery teacher. He found a shift to a more whole language approach as she taught in her regular classroom. Pinnell (1987) noted changes during a study of teachers-in-training. Teachers became more holistic rather than skills-oriented, began to focus more on an understanding of the reading and writing processes than on Reading Recovery procedures, started to accept responsibility for making reading decisions, and began having more confidence in their teaching abilities.

There are several quality control factors built into Reading Recovery. For example, Reading Recovery teacher leaders, trainers, and some administrators teach Reading Recovery children continually, using their experiences in program decision-making (Jongsma, 1990). Teacher training in the form of "an apprenticeship" (Jongsma, 1990, p. 273) means that the training is person-to-person, not simply learned from a book. Supervision is needed for quality control (Clay, 1985). This is provided by teacher leaders who visit Reading Recovery teachers in their schools (Pinnell, et al., 1988). Follow-up provides quality control since teachers attend five training sessions a year (led by their teacher leaders) following the training year (Lyons, et al., 1990).

Pinnell (1990) says that the teacher leader is "the central implementer" (p. 18) of Reading Recovery. Teacher leaders must have a master's degree, be capable of adult leadership, and have experience with children (Pinnell, et al., 1988).

A district must access the services of a teacher leader for implementation of a Reading Recovery program. A teacher leader is usually hired by a school district but may serve Reading Recovery teachers in several districts (Pinnell, et al., 1988).

In Ohio the teacher leaders (in training) study for a year under The Ohio State University faculty trained by Marie Clay and earn 18 hours of graduate credit (Yukish, 1988). The teacher leaders-in-training also work under the supervision of trained teacher leaders and tutor their own Reading Recovery students. A part of the teacher leader training is preparation to work with other teacher leaders-in-training (Yukish, 1988). Teacher leaders receive the same training as Reading Recovery teachers and do additional work in how to teach Reading Recovery teachers and communication within a Reading Recovery project. They also participate in a seminar concerning the theoretical base of Reading Recovery. Teacher leaders gradually assume leadership roles by leading behind-the-glass work, visiting Reading Recovery teachers-in-training, and taking part in continuing contact (Pinnell, et al., 1988). Jongsma (1990) reported that there are presently five teacher leader training sites in the United States.

This discussion of Reading Recovery components has related to the children, teachers, lessons, the theoretical base, and teacher leaders. Implementation of Reading Recovery includes another level, that of administration and funding.

Administration and Funding

Administration

Pinnell, et al. (1988) describe the Ohio design on the state level. In Ohio, Reading Recovery is a statewide program. This implementation involves the cooperation of the Ohic Department of Education (ODE), The Ohio State University, and the local school districts. The Ohio Department of Education was instrumental in obtaining grants for the pilot study, created the plan for the statewide project, and was responsible for an outside evaluation. It presently chooses sites, directs funding, oversees the meeting of regulatory requirements, orders books for children and the teacher classes, and sponsors an annual Reading Recovery conference. The Ohio State University staff train teachers and teacher leaders and collect, analyze, and report on data from child evaluations.

Funding

Yukish (1988) cites funding alternatives given by the Ohio Department of Education. Monies can be provided by Chapter I, Chapter II, the Disadvantaged Program Fund (DPPF), the Teacher Development Fund, or local general funds.

Pollock (1989) describes the 1988-89 Compensatory Language Experiences and Reading-Recovery (CLEAR-RR) program in the Columbus Public Schools. In this case, Reading Recovery was funded by Chapter I funds. School eligibility was determined according to a school's percentage of free and reduced price lunches. Funds were available for the 26 elementary schools with the highest percentages of free and reduced price lunches.

After looking in detail at the background of Reading Recovery, Reading Recovery components, and its administration and funding, one might ask, "Is this early intervention method effective?" Much research has been done in an attempt to answer that question. Some of the studies will be discussed here.

Research Studies on Reading Recovery in Ohio

Reading Recovery has been researched each year of the Ohio program. At least three dissertations have been written at The Ohio State University relating to Reading Recovery (Holland, 1987; Peterson, 1988; Woolsey, 1986). The majority of the studies located by this researcher are annual technical reports written by The Ohio State University Reading Recovery staff and reports from the Columbus (Ohio) Public Schools. An outside evaluation, a study from the Canton City Schools, and a study among Ohio Amish children are cited. Most studies report positive results; one study in particular reports unfavorable comparative results. Concerns are listed which have been expressed in some studies.

The technical reports by The Ohio State University Reading Recovery staff provide general information about Reading Recovery and test results. The reports indicate large percentages of discontinued (graduated) children. It should be noted that a percentage given of discontinued children is the percent of discontinued students among a total number of those who were either discontinued or who received a full program of 60 lessons. Students without a full program or who were not discontinued are not included in these percentages. (A full program is a program in which a child had 60 lessons or was discontinued [Lyons, et al., 1990]; Reading Recovery children, or program children, are those who received a full program [Deford, et al., 1988]).

In the pilot study in 1984-85 in Columbus, 65% of the Reading Recovery children were brought to average levels "when compared to an average band (defined as ± .5 standard deviation from the mean) of the total group" (DeFord, et al., 1988, p. 6). Reading Recovery children scored above comparison children on standardized tests (DeFord, et al., 1988).

In the first full year (1985-86) of the Columbus Reading Recovery project (N=184), children determined to be in the lowest 20% of their classes through use of the Diagnostic Survey and teacher judgment were randomly assigned to Reading Recovery or an alternative program. Reading Recovery children (n=133) "scored significantly higher" in testing than a comparison group in an alternative program (n=51). The Reading Recovery discontinuing rate was 73% (DeFord, et al., 1988, p.10).

In the Ohio pilot year (1985-86), 73% of the program children were discontinued (Lyons, et al., 1988). During year 1 in Ohio (1986-87), 1,130 children were involved. Of that number, 924 or 81.8% were discontinued (Lyons, et al., 1988). In year 2 in Ohio (1987-88), 3,649 children were served. Discontinuing rates were 86% of 2,648 program children (Lyons, et al., 1988). During 1988-89, year 3 in Ohio, the discontinued average was 83% of 3,344 program children (Lyons, Pinnell, DeFord, Place, & White, 1990).

In the 1989-90 school year, Reading Recovery was in 272 urban, suburban, and rural school districts in 1,632 schools. Eight hundred thirty-two Reading Recovery teachers taught 5,200 children of whom 3,994 received a full program. Of the 3,994 students, 3,401 or 85% were discontinued (Lyons, et al., 1990). In that same year, the progress of the 593 not discontinued students was summarized. There were positive gains reported on each of three measures of the Diagnostic Survey: writing vocabulary, dictation, and text reading level. These students also made NCE gains on a nationally normed test comparable to discontinued students in vocabulary and word recognition, but gains in reading comprehension were much lower than gains of discontinued students (Lyons, et al., 1990).

The Columbus Public Schools Compensatory Language Experiences and Reading (CLEAR-RR) project reports show generally good results. Bermel (1987) reported on the 1985-86 CLEAR-RR project in Columbus. The Comprehensive Test of Basic Skills (CTBS) was given as pre- and posttests. There was an average Normal Curve Equivalent (NCE) gain of 12.1 for CLEAR-RR children, higher than gains for either regular CLEAR or for children with an instructional aide. Thomas (1989) authored the 1987-88 CLEAR-RR program report. Discontinued rates were 63.4%; average gain was 9.6 NCEs.

The following two studies reported discontinuing rates in a lower range of percentages. Tam (1987) reported on a 5-week CLEAR-RR summer school program in 1987. Lack of student attendance was a problem in this summer program, and 50% of the children were discontinued.

Pollock (1989) presented the report for the 1988-89 CLEAR-RR program in which, he says, 41% of the students who received a full program were discontinued. If one calculates the percentage based on program children who were either discontinued or received 60 lessons, as is the usual procedure, the percentage is somewhat higher, at 54%.

Lyons (1987, 1988a, 1988b, 1989) reports on studies with children considered to be learning disabled (LD) who were in the Reading Recovery program. In the 1987 study, 82% of the children successfully discontinued from the program. In another study (1988a, 1988b, 1989), Lyons found that LD students entering Reading Recovery depend on visual cues, but when they exit, they are successfully integrating visual, structural, and meaning cues. Lyons (1987) believes that children learn to be learning disabled and that LD children can be successful in Reading Recovery.

The researcher located other Ohio studies. Yukish and Fraas (1988) found in a study comparing the success of 29 Old Order Amish students with 15 non-Amish students that the Amish children were discontinued in fewer lessons than the non-Amish children. The authors speculated that possible reasons for the Amish students' earlier release were (a) a realization among the Amish people of the importance of education since many leave farming as an occupation, (b) daily reading of the Bible in the home, and (c) the use of "innovative, colorful texts in a strategy-oriented program which stressed concepts about print" (p. 38).

Fincher (1989a) did a three-year study in Canton City Schools comparing Reading Recovery with Chapter I. This study's conclusions are not supportive of Reading Recovery. Fincher concluded that there is a small difference between Reading Recovery and Chapter I, with Chapter I having higher scores. He claimed his data indicated that more Reading Recovery children need continuing help beyond intervention than Chapter I children do and that Reading Recovery costs about 4 times the amount of Chapter I. An analysis of this study by Rinehart and Byrk (1989) states that non-equivalent grouping and a lack of random assignment flaw the design of the study. Dr. Fincher defended the study in a response. He stated that the study did have non-equivalent grouping but that the Reading Recovery students were initially 50% higher than Chapter I students, favoring Reading Recovery. He produced test results which indicated that during the 1987-88 school year the Chapter I group made more gains than the Reading Recovery group (Fincher, 1989). Dr. Fincher has stated that he has found similar results in subsequent studies (G. Fincher, personal communication, March 9, 1992). Although he does not say in his response that they did use random selection and assignment, Dr. Fincher replies to each of three related points made by Rinehart and Byrk and says the information cited by the latter is incorrect (Fincher, 1989).

A national panel of reading professionals studied the data gathered by Ohio State Reading Recovery staff and reported to the Ohio Department of Education (Anderson, Allington, Au, Barr, Everhart, Gaskins, & Levin, 1988). The panel concluded that 70 to 85% of the children in Reading Recovery in Ohio are discontinued and make average progress into the third grade. The panel lists some problems with design in two studies by Ohio State Reading Recovery staff and calls for "a comprehensive, controlled study" (p. 9).

Long-term Effects

Reports have included indications of the long-term effects of Reading Recovery in retentions and promotions and in reading levels. The National Evaluation Panel (Anderson, et al., 1988) reported that Reading Recovery students are a little above comparison groups in promotions. Bermel (1987) reported that 25.8% of discontinued students served in Columbus CLEAR-RR for 1985-86 had been retained in first grade at the end of that school year; this compared with 23.3% retentions of regular CLEAR students and 26.9% retentions of students who had had an instructional aide.

Children in the pilot year were followed up for 2 years by Reading Recovery staff and were found to have maintained average reading levels. In a follow-up study of year 1 in Columbus, univariate t-tests showed Reading Recovery children significantly different from (scoring higher than) a comparison group on three dependent measures: Text Reading, Story Dictation, and Spelling Accuracy (DeFord, et al., 1988; Pinnell, 1989). Discontinued children in the Columbus longitudinal study, a 3-year follow-up to the first full year, were found as a whole to read at grade level without the need for extra help (Staff, 1989). However, Fincher (1989) says that in the Canton study more Reading Recovery children needed help following first grade intervention than Chapter 1 children did.

Issues and Concerns

Concerns raised in reports have centered on the number of children served, the costs, and the effectiveness of the method; there were other varied concerns.

A Reading Recovery teacher works with an average of 10 children per year (Lyons, 1988b). Some (Bermel, 1987; Pollock, 1989; Thomas, 1989) believe a way should be devised to serve more children each year. Thomas (1989) and Pollock (1989) suggest small groups. This concern relates directly to costs.

Some researchers (Bermel, 1987; Fincher, 1989; Thomas, 1989) indicate that Reading Recovery is more expensive than methods such as Chapter I and use of an instructional aide that use group instruction. Some within the program (Clay, 1985; Pinnell, et al., 1988; Yukish, 1988) suggest that costs must be seen from the position that most children need no further help after discontinuing, which would be a savings. The National Evaluation Panel (Anderson, et al., 1988) states that because of gains achieved and children lacking the need for help in the future, it is possible that Reading Recovery may be "excellent from a cost standpoint" (p. 8).

Other concerns mentioned in reports are criteria for discontinuing (Pollock, 1989; Thomas, 1989), retentions of Reading Recovery children (Pollock, 1989), children receiving many lessons who do not reach average levels (Lyons, et al., 1990; Thomas, 1989), and a need for parental involvement (Holland, 1987; Pollock, 1989; Thomas, 1989).

The effectiveness of the method has been addressed previously from the standpoint of the research studies, but it seems appropriate to introduce one item of further information. The National Diffusion Network (NDN) which facilitates dissemination of information about exemplary educational programs has accepted Reading Recovery as a project (Pinnell, et al., 1988). Pinnell, et al. (1988) say that this recognizes the program's effectiveness and provides funding for implementation outside Ohio.

Summary

Reading Recovery has been researched over the years both by The Ohio State University staff and others in Ohio. The majority of the studies located for this review found that gains are made in Reading Recovery, often above comparison groups, and that those gains are sustained. Some concerns have been expressed about Reading Recovery, and those have been listed.

From the review of the literature, there appeared to be successes within Reading Recovery as well as concerns about it. The literature review on this 5-year-old program raised questions such as the following: Are the methods effective? Are the costs justifiable? This researcher proposed a case study of Reading Recovery within a selected school setting to seek answers to these and related questions. The case study was accomplished as part of the larger Battelle study which will eventually give an even more comprehensive picture of Reading Recovery in Ohio.

CHAPTER III

METHODOLOGY

Data Collection Descriptions

Gaining Access

This case study was conducted at an elementary school in a suburb of Columbus, Ohio, the state capital. It is part of a larger, 5-year longitudinal study on compensatory reading being conducted by Battelle Memorial Institute for the Ohio Department of Education. Battelle used random selection for the field study schools; case study schools were selected from the field study schools and were volunteer sites (J. Simpkins, personal communication, March 17, 1992). Case study schools with compensatory programs other than Reading Recovery were selected from three "cultural environments," rural, suburban, and urban. The Reading Recovery schools were selected from only rural and suburban schools since a study is already being conducted in the (urban) Columbus Public Schools (Simpkins, 1991).

This school was chosen for the present case study because: (a) It is a suburban school; (b) it is in the study population for the larger Battelle study; (c) it is in its fourth year of offering Reading Recovery, necessary for participation in the larger study; and (d) the study was welcomed by the director of curriculum and instruction in the city schools as a volunteer site.

Access to the school was granted in February, 1991. Initial contact by Battelle personnel with a city administrator was followed by a telephone call from the researcher to the Reading Recovery/Chapter 1 teacher at the school. The researcher and the Reading Recovery teacher (RRT) met at the school on February 21 and discussed the study.

Parental permission letters were sent home by the RRT the week of February 25 and were returned soon thereafter. The RRT preferred to send the letters from the school (instead of from the researcher) to indicate school district support of the study.

The major portion of the data collection within the school occurred between March 14 and May 22. A third interview with the RRT took place in October. Data collection outside the school setting began in June and ended in November.

Support for the Study

There was a great deal of support for the research effort. The RRT cooperated and spent the extra time necessary for interviews, forms, and follow-up questions. In the midst of busy schedules, teachers cooperated in the study. Teachers are busy professionals, and the researcher sensed this in attempting to make interview and observation appointments. However, the appointments were cooperatively made, and the data collection was accomplished.

All parents of the five students gave permission for their children to participate in the study, and the five mothers of the Reading Recovery students came for interviews. The school secretary found locations for conducting interviews with the parents. The principal, teachers, Reading Recovery students, the teacher leader, and an Ohio State University (OSU) Reading Recovery teacher trainer all participated in the interview process.

Adult participants received contact summary forms for verification purposes. The return rate was 100%.

School Setting and Participants

The neighborhood leading to the elementary school is one of well-maintained older homes, many of brick or stone. On the way to the school, the researcher observed flowering spring trees, green lawns, and large mature trees. Prior to the school levy vote of May 7, there were signs promoting the levy in many yards as well as occasional "for sale" signs. Blue recycling bins lined curbs on particular days. A synagogue and a church were on the main artery north of the school. During the period of time the study was in progress, a sign marking entrance to the city was decorated with two large yellow bows which were to welcome home Persian Gulf War veterans.

The researcher was aware that the well-kept homes are evidence of the higher economic status of many in the community. The recycling bins, school levy signs, and yellow bows are indications that the citizens are involved in the affairs of their community. The church and synagogue indicate that some people hold fast to their traditional beliefs.

The school is part of a complex which includes the elementary school, a middle school, the city high school, and administrative offices. Behind the elementary building is a playground with wooden playground apparatus and playing fields. The principal believes the school building is at least 50 years old. It is brick and is topped with a cupola bearing a clock.

The school is one of three elementary schools in the city. It has 406 students and a staff of about 34. The students are mostly Caucasian and would most likely be classified as upper middle class, according the principal. Families are predominately two-parent families. The RRT said the city is 40% Jewish and schools close for the Jewish holidays. This gives the city a large population segment of a particular religious/cultural group.

The principal stated that the school has a strong literature-based reading program which includes a great deal of writing and conferencing. There is also some use of the basal reader. The principal added that there are high academic expectations for the students in the community, and there is a shared understanding regarding these expectations among the teachers, parents, and children.

Participants in the case study were those in the Reading Recovery environment of the selected elementary school. The researcher has not named participants directly and has given the children pseudonyms for purposes of confidentiality. Those in the environment included persons directly involved in Reading Recovery and those closely related to it: the five Reading Recovery students (first graders), Ann, Bob, Elyse, Evan, and Lillian; the RRT; the two first grade teachers; three teachers of former Reading Recovery students, one each in grades two, three, and four; the school principal; a parent of each of the Reading Recovery students, a teacher leader; and an OSU Reading Recovery teacher trainer. (Please refer again to Figure 1, page 5.)

All data collected at the school site contributed to the Battelle study. However, the information derived from the two external interviews with the teacher leader and the OSU teacher trainer and the data from the teacher training class observation were for use only in this thesis.

Instruments

In a case study "the researcher is the key instrument" (Bogdan & Biklen, 1982, p. 27). This researcher was an instrument of data collection through observations, interviews, and document descriptions. The following forms were also instruments: target questions for observations, Cumulative Record Descriptions, Reading Recovery Record Descriptions, interview notes, observation field notes, observation field notes with guidelines, contact summary forms, and prepared interview schedules. (See Appendices A, B, C, and D.)

Gay (1976) discusses reliability and validity in observational research such as case studies. He states that multiple and taped observations can increase observer reliability. The researcher made multiple and taped observations in this study. One teacher interview and the Reading Recovery teacher training session were not taped because of teacher preference, and one Reading Recovery lesson observation was not taped due to observer error.

Gay (1976) further states that observer bias (observer effect) influences validity. He says that observer bias can be held in check by observer training and practice and receiving feedback in the event bias is indicated. The case analysts working on the Battelle project had an orientation meeting at the beginning of the case studies. This researcher's adviser was available for feedback if needed.

Research Design of Case Studies

The case study design was used for this research which is part of a larger, 5-year longitudinal study of compensatory reading in Ohio. The larger study, being conducted by Battelle Memorial Institute for the Ohio Department of Education, has 71 school districts participating (Wiersma, 1990).

The present case study provided the prototype for the eight case studies in the larger study. The researcher developed the basic design and prepared most of the materials used such as the interview schedules and target questions.

There are two stages of the case studies in the larger study. The initial stage focused on eight compensatory reading programs for the purpose of description. Four were Reading Recovery programs, and four were other remedial programs. The present study is part of the initial stage. In the second stage of the larger study, the progress of the children in each program will be followed using observations and interviews.

There were five case study analysts working in the larger study. Prior to most field work, there was an orientation meeting at Battelle in March. The content of the meeting included general information about the studies and instructions on contact summary content, use of target questions, and taking field notes. Case analysts were to meet after the beginning of field work in order to have consistency in data collection. Several such meetings took place during the time the case studies were in process.

A case study is a qualitative study in which the researcher is interested in the process observed (Bogdan & Biklen, 1982). According to Gay (1976), "the primary purpose of a case study is to determine the factors, and the relationships among the factors, which have resulted in the current behavior or status of the subject of the study (p. 137). This researcher looked at the environment of Reading Recovery using observations, interviews, and document descriptions in order to describe the nature of the program and to gain insight into its characteristics and effects. The examination was "in-depth" (Goetz & LeCompte, 1984, p. 46) in order to understand how Reading Recovery functions (Kennedy, 1979) while looking for causation (Good, 1963) and "meaning" (Bogdan & Biklen, 1982, p. 5).

Procedures of Data Collection

Sources of data were people and documents. Methods of collection were observations, interviews, and record descriptions. Types of data were field notes, audio tapes, notes from cumulative records, and descriptions from running records and lesson plans listed on the Reading Recovery Record Description forms. (See Figure 3.)

While the Battelle case studies had a uniform design, the Battelle study directors allowed for individuality among the case study analysts. As an example, this researcher probably used audio taping for verification purposes more than some of the other case analysts. Also, the number of

SOURCE	METHOD	DATA
• Students - Reading Recovery classroom - Regular classroom	• Observation (Includes audio taping)	• Field notes Audio tapes
• Teachers - Reading Recovery - Regular classroom	• Interviews and observations	• Field notes Classroom diagrams
• Students	• Interview	• Field notes, tapes
• Parents	• Interview	• Field notes, tapes
• Principal	• Interview	• Field notes, tape
• Cumulative records	• Reading, describing	• Notes
• Running records, lesson plans	• Reading, describing	• Notes

Data collection outside the immediate school setting:

SOURCE	METHOD	DATA
• Reading Recovery teacher inservice	• Observation	• Field notes
• OSU Reading Recovery Teacher Trainer	• Interview	• Field notes, tape
• Teacher leader	• Interview	• Field notes, tape

Figure 3. A case study of the environment of Reading Recovery within a selected school setting : Data collection.

observations of Reading Recovery students was not specified and undoubtedly varied in number.

During the spring portion of the study, the researcher typically visited the school one or two days per week and had three to five observations and/or interviews per visit. The researcher observed all children at least once before sending out letters on April 30 requesting parent interviews. Some classroom observations (three) had taken place by this time, as well as the first RRT interview, first grade teacher interviews, and the interview with the principal. The concept, suggested by the Battelle study team, was to begin with the child and to move out into the school setting, with parent interviews taking place toward the end of data collection.

Observations. The researcher observed students in Reading Recovery lessons and in the regular classroom. Also observed was a class session of Reading Recovery teachers-in-training.

The researcher observed eight Reading Recovery lessons. Lessons were approximately 30 minutes long. The observer used prepared target questions to focus attention on various aspects of the lessons. (See Appendix A.) The researcher observed the five current students of the Reading Recovery teacher. Observations of Reading Recovery lessons were fewer than originally planned. The researcher had anticipated there being two teachers at the school. This would have meant more students were being served, in which case the researcher would have observed more students. The researcher decided that the information collected after eight observations was sufficient because information had become redundant.

The researcher was an observer, not a participant, attempting to remain unobtrusive by sitting in a position out of the child's direct line of vision during Reading Recovery lesson observations. The researcher sat to the right of the child and a few inches back in order to be in a position to see the pages of the books being read.

The researcher also observed each Reading Recovery student for one reading session in his or her regular first grade classroom using target questions. (See Appendix A.) This case study included more observations in the regular classrooms than suggested by the Battelle study team. Two students were observed in a simultaneous observation as suggested; three students had been observed individually prior to a discussion of the team method.

The researcher observed one Reading Recovery teacher-in-training class at a training center in central Ohio. There were 15 Reading Recovery teachers-in-training and four teacher leaders-in-training in the class. The class was led by a trained teacher leader. The researcher had anticipated observing two to three sessions, but the observation contained a sufficient amount of confirming and new information. Therefore, the researcher made only one observation of the teacher training class.

Interviews. The researcher conducted 19 interviews at the school with the five Reading Recovery students, their mothers, the school principal, the two first grade teachers, three teachers of former Reading Recovery students (one each in grades two, three, and four), and the RRT (three interviews). The researcher also interviewed the teacher leader of the RRT and a Reading Recovery teacher leader trainer at The Ohio State University. In addition, the researcher asked several questions of the teacher leader who led the observed teacher training class. The only multiple interviews were the three interviews with the RRT. However, the researcher asked several follow-up questions of the two first grade teachers and the RRT as questions arose.

Many interviews were about 30 minutes long. Some were longer, but student interviews lasted only about 10 minutes each.

Interviewees accommodated by scheduling interviews and returning all verified summaries. The verification process is explained in the verification section.

School interviews took place in various school locations such as classrooms, the hall, and the teachers' lounge. The teacher leader was interviewed at her school in another school district, and the OSU Reading Recovery teacher trainer's interview was held on the university campus.

Prepared schedules and forms. Figure 4 lists instruments and the frequency with which each was used.

The researcher prepared and used semi-structured interview schedules for each constituent and took notes on an unstructured interview notes form. During observations the researcher took notes on an unstructured observation field notes form. The researcher utilized contact summary forms and a structured observation field notes form (guidelines) designed by the Battelle study team following observations of the Reading Recovery students. The researcher also completed contact summary forms following interviews. (See Appendices C and D.)

Verifications. The researcher made verification of adult interview data by: (1) listening to the audio tape of the interview and adjusting notes for accuracy and (2) sending or giving a summary to the interviewee for a verification of the content. These were reviewed, signed, and returned according to an instruction form. (See Appendix E.)

Verifications of children's interviews were made by listening to the tape and clarifying and adding to notes. The Battelle study team decided that the children were too young to participate in the summary verification procedure.

Observation verifications were initially made through audio tape and summary verifications. Battelle personnel

Method	Instrument	Frequency
Observations	• Observation forms • Contact summary forms	Each observee/ each session
Interviews	• Semi-structured interview schedules • Contact summary forms	Each interviewee/ each session
Audio taping	• Cassettes	Interviews/ most sessions Observations/ most sessions

Figure 4. Data collection: Instruments and frequency.

decided to eliminate summary verifications for observations, thus lessening the paperwork for (principally) the RRT and perhaps allowing case analysts more freedom of expression in writing summaries.

Document descriptions. Document descriptions were of cumulative records and Reading Recovery records. Cumulative Record Description forms were used to collect data from cumulative records in the school office. (See Appendix B.) The RRT completed the Reading Recovery Lesson Description forms which accessed information from running records of a student's oral readings of the previous lesson's new book and from Reading Recovery lesson plans. (See Appendix B.)

Data collection. Data for observations consisted of field notes, summaries of the field notes, observation field notes (guidelines) forms, and audio cassette tapes. Observation field notes (guidelines) forms listed specific, observable reading and teaching behaviors of the students and the teachers, respectively. These forms were prepared by the Battelle study team. (See Appendix C.) In addition, the researcher drew diagrams of the Reading Recovery and first grade classrooms. (See Appendix F.) Following an observation, the researcher completed a contact summary form and an observation field notes form (guidelines) using field notes and an audio tape made during the observation. (See Appendix C.)

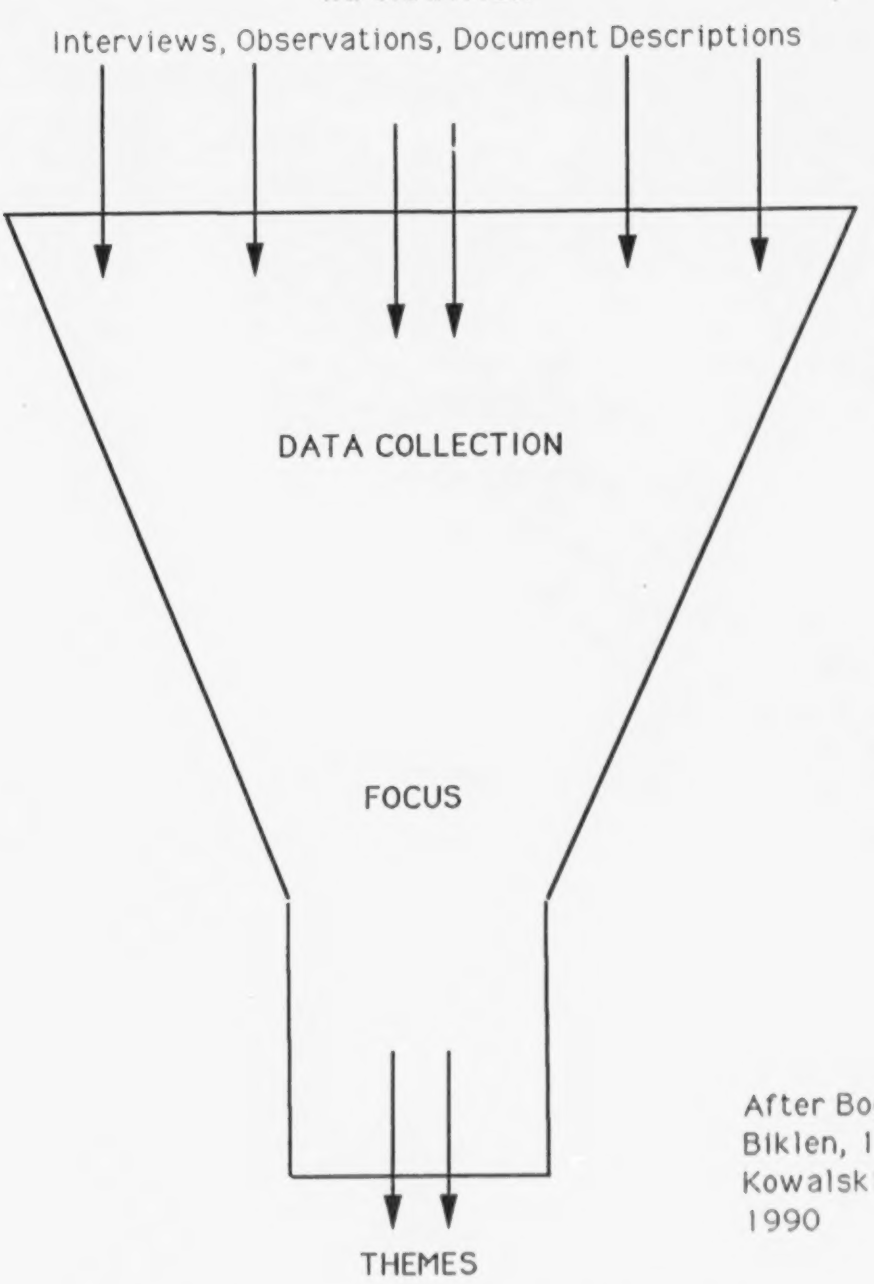
Data collection for interviews consisted of field notes, summaries of the interviews, and audio tapes. Interviews consisted of a prepared introduction followed by questions by the researcher and the answers of the interviewee. After the interview, the researcher completed the contact summary form.

Data collection focused on the purpose of the research: to gain insight into the Reading Recovery program by describing its teaching practices and responses to the program as seen in interviews, observations, and document descriptions.

Data Analysis

Bogdan and Biklen (1982) describe the inductive process of data analysis in qualitative research. The researcher develops theories as he or she collects data. The analysis is a process of putting a picture together. As Figure 5 depicts, "the process of data analysis is like a funnel: things are open at the beginning and more specific at the bottom" (Bogdan & Biklen, 1982, p. 29). One learns what the questions are as the research is done, and the research "develops a focus" (Bogdan & Biklen, p. 59). Kowalski, Weaver, and Henson (1990) state that "principles should be derived from facts" (p. xii) in a case study.

Data analysis consisted of examinations of descriptive data: (a) field notes and summaries of observations and interviews, (b) notes from cumulative records and Reading



After Bogdan & Biklen, 1982; Kowalski, et al., 1990

Figure 5. Qualitative research data analysis: The funnel shaped inductive process.

Recovery Record Descriptions, (c) audio tapes, (d) classroom diagrams, and (e) observer's comments.

Analysis of the data consisted of an examination of data content. The information developed focus as the case researcher examined the data looking for patterns of key ideas and words which suggested themes. The themes were developed by the researcher during an inductive process as illustrated in Figure 5.

Summary

The researcher employed the case study, a descriptive methodology, for the research. The site for the case study was an elementary school in a suburb of Columbus, Ohio. In this chapter the researcher has described the case study participants, their school and community, instrumentation, the case study design, data collection procedures, and the method of data analysis.

CHAPTER IV

THE RESULTS

A Description of the Program

This chapter of the thesis is a description of the Reading Recovery program as observed by the researcher. Chapter IV answers the three following research questions about the selected school:

1. What are the characteristics and nature of the Reading Recovery environment within the selected school setting?

2. What are the effects of Reading Recovery instructional methods on first graders experiencing difficulty learning to read?

3. What are the opinions about the program of those involved in and closely related to Reading Recovery?

The purpose of this report is to describe this Reading Recovery program as an entity. It is beyond the scope of the study to compare it to other Reading Recovery programs. To some degree the researcher makes comparisons, for the purposes of description, with the Reading Recovery model. The comparisons are made based on an understanding of the Reading Recovery model gained through reading of the literature and the interviews. However, it is not the primary purpose of the study to make such comparisons.

The first portion of the chapter answers the first research question: What are the characteristics and nature of the Reading Recovery environment within the selected school setting?

The Reading Recovery Teacher and Her Classroom

At the school which is the locus of this case study, there is one teacher for Reading Recovery and Chapter I. She teaches Reading Recovery for first graders in the morning and Chapter I for grades 1-3 in the afternoon. The RRT stated that having the entire morning for Reading Recovery allows her valuable time to complete the paper work required for Reading Recovery. The RRT has 16 total years of teaching experience which includes two years of substitute teaching. She has taught kindergarten, first grade, Reading Recovery, and Chapter I classes (which previously extended through sixth grade).

The RRT was friendly, enthusiastic, and had a cheerful tone in her voice. In interviews and conversations with the researcher, she was friendly and open to questions.

Changes can occur in a teacher's thinking about reading as he or she takes the Reading Recovery teacher training. The RRT stated that she has seen "a 100% change" in her philosophy of how people read since she began teaching Reading Recovery. She believes she has come to understand how a first grader learns to read and the strategies needed to read "accurately and fluently." Prior to beginning Reading Recovery (training), she thought of reading as learning many (separate) skills which, when combined, produce reading. She was teaching, she said, "from the part to the whole." In Reading Recovery, "you teach from the whole to the part." It "is a multi-skilled approach," beginning with the whole and moving "to the pieces."

The RRT seems to know well her students' capabilities and needs. Built into the Reading Recovery method of teaching is careful observation of the child's reading behavior. The RRT checks to see what strategies the child is using when he or she reads. The Reading Recovery Record Descriptions forms, which the RRT completed after each observation lesson, indicate her knowledge and understanding of students' use of strategies and methods of word analysis.

Reading Recovery observations occurred in the Reading Recovery/Chapter I classroom, which the school district calls CHIPS for Chapter Intervention Programs. The room is approximately 7 x 22 feet in size. It has a teacher's desk and shelves at one end, and a book case with leveled trade books used in Reading Recovery on the other. There is a bulletin board on the wall opposite the door; while the study was in progress, it had a circus theme and had been prepared by the teacher. An easel for big books stands to the left of the bulletin board; in front of it is a curved table where the RRT teaches the Reading Recovery lessons.

On the wall opposite the bulletin board are a bookcase and a book rack. On this bookcase are small plastic baskets with books for each of the children in the Reading Recovery program. There are no windows, but it is a cheerful and well-lit room. The RRT's 1987-88 Reading Recovery certificate is on display. The room contains many books, games, and teaching aids. Often music from the adjacent music room comes through the walls. The RRT has asked for insulation to be installed to reduce the transfer of sound.

The RRT sits to the left of her students which enables her to reach her desk and other areas easily. She likes a small room because she says it promotes a close feeling, staying on task, and "focus," and because it encourages quieter speaking voices. She likes the location of the room because it is near the office and the first three grades (from which her students come for Reading Recovery and Chapter I). (Please refer again to Appendix F.)

The Reading Recovery Students

During the period of the study there were five Reading Recovery students in the program. Three were from one First Grade Room #1, and two were from First Grade Room #2. The five Reading Recovery students, Ann, Bob, Evan, Elyse, and Lillian, were well-behaved in their lessons, neatly dressed, and appeared receptive to learning. There did not seem to be personal problems to solve which might interfere with learning. As a result, the RRT did not often have to spend class time in areas of non-instruction such as minor health problems.

The RRT stated that this second group of students coming into Reading Recovery (during this school year) is different from the first in that they have formed more "bad habits" (in reading) than the first group. Such bad habits are: not self-monitoring, especially for meaning; not using first letter cues; and inventing text instead of matching one-to-one the words read with the words printed in the text.

The descriptions given by interviewees concerning the children who enter the program focused on the children's needs. The RRT said their "need for intervention" is the common factor. First Grade Teacher #1 stated that these children seem "overwhelmed by print." First Grade Teacher #2 said they are students who have good attitudes about reading but lack self-confidence and have problems using strategies. She identified these strategies as directionality of print, use of pictures, word matching, prediction of text, and grouping words as sentences. She said the children have both insufficient control over strategies and use counter-productive strategies. As a result, they are struggling readers who do not comprehend everything they read.

All of the students were making progress. Ann had auditory and speech problems. She had a good sight vocabulary memory but needed work on self-monitoring, self-correction, reading for meaning, and using visual cues. Ann would be discontinued because she would meet the Reading Recovery guidelines. However, the RRT would lack confidence in Ann as a reader because she would still need to learn comprehension skills and would not be integrating cues.

Bob had been held back in kindergarten and had experienced problems at home. The RRT said Bob could see that he was benefiting from Reading Recovery. He told the researcher that Reading Recovery has helped him to read better, that the RRT helps him with words he cannot read, and that writing in Reading Recovery has helped him read better because he reads what he has written. He would be discontinued.

Evan showed some restless behavior the day he was observed in the regular classroom. He had not known his letters when he began Reading Recovery at the end of February, but he was now reading. The RRT said Evan received assistance in the mornings from a high school student who helped him complete his work. He would not be discontinued by the end of the school year but was enrolled to attend summer school (at a cost of $300). The summer school program would be a Reading Recovery-type program to be taught by the RRT.

Elyse, a twin, was a friendly, talkative child who seemed quite interested in doing well in school. She went to a tutor every Wednesday for help in reading, writing composition, and spelling. Elyse would be discontinued.

Lillian was discontinued at level 20+. The Reading Recovery report stated that she was "using all strategies very well" despite the observation that she has some residual problems with attention span. She was receiving occupational therapy for small and large muscle control.

The actual Reading Recovery lessons will be detailed in the following sections and will set the context for further discussion.

Reading Recovery Lessons

The Reading Recovery teacher described the daily lesson procedure as follows.

Structure. The two-week period prior to beginning regular Reading Recovery lessons is called "roaming around the known" or "in-the-known." It is a time when the student and the RRT get to know each other. The teacher can gain insight into the child's present capabilities using the Diagnostic Survey as a starting point. (Clay's Diagnostic Survey is a battery of diagnostic reading tests given individually.) Poetry and other materials not in the regular program can be used. The RRT reads poetry aloud and sometimes has the child fill in the last word in a rhyming poem. During in-the-known, they do a great deal of reading and writing. The teacher is guided by the Diagnostic Survey results; therefore, the child is doing what he or she is capable of doing. (The child is not learning new material.) The RRT compared the situation to a mother and child having a good time working together. The teacher records her observations during in-the-known.

In-the-known is not as valuable to the RRT if she already knows a child from her Chapter I class; in such cases, she often shortens the period to one week. In-the-known was not seen by the researcher since each of the five students had already completed this phase of the program when the study began.

There are four major parts of a daily lesson which vary according to a child's needs. Five to ten minutes are spent rereading familiar books which are child-selected from among several books the child has read in previous lessons. During this time, the RRT said, she emphasizes acquiring fluency, building the child's confidence, and "pointing with the eyes instead of the finger."

In the second part of the lesson, a "running record" is taken on the previous day's new book. Using a standard marking system developed by Marie Clay, the RRT records the child's miscues and accuracies. She determines what kinds of errors the child is making and the accuracy level of the reading. (According to Clay [1979], the teacher should try to decide in her running record analysis what cues--meaning, structural, and visual--the child is using and neglecting to use.) In a discussion following the reading, the RRT reinforces what the child is doing well and might help the child with text he or she finds difficult.

Sometimes the RRT tells the child a word. She said she determines when to tell a word by deciding if the child "has searched" and has tried using known strategies (such as self-monitoring and cross-checking of cues). She suggests to the child possible ways to determine the word, such as use of a picture or context, before providing the word for the child.

The content of the seven to ten minutes spent writing varies according to the child's needs. The child composes and transcribes a sentence, usually based on the reading of the day, in an unlined writing book. While helping the child with the sentence, the RRT teaches various skills based on the child's observed needs. They might work on use of visual cues, hearing sounds in order within a word, building writing vocabulary, rhyming words, capitalization, punctuation, or suffixes.

The teacher will often draw a word diagram for a word the child is having difficulty spelling. Word diagrams are a series of contiguous boxes representing the phonemes in words. (Clay [1979] explains that there is initially one box for each phoneme. As the child advances, the transition is made to one box per letter.) Some boxes are usually filled in by the RRT, and some are left blank. The child completes the remaining boxes to spell the word he or she is attempting to write. (This work is done on a practice page above the writing page; the unlined notebook is turned sideways for use.)

When a child used unconventional spelling, it was observed that the RRT asked the child to try again, or she would tell the child the correct form to use. The RRT indicated that she does not allow children to use "invented spelling." She said invented spelling is not allowed because it is more difficult to reteach after the child writes a word incorrectly than if the child initially sees the correct word. However, the OSU Reading Recovery teacher trainer stated that the Reading Recovery students do use invented spellings. She said that the child pronounces a word slowly, trying to match the sounds with the letters, just as in using invented spellings. Much verbal "negotiation," she stated, occurs between teacher and student as the child works on spellings. The teacher helps the student and writes what the student is unable to do independently, she said. The researcher observed this type of negotiation going on between the RRT and the children. Whether one says invented spelling occurs or not seems to be a matter of terminology. Perhaps the RRT did not consider it to be invented spelling because a child is helped to write a word conventionally in its final sentence form.

The RRT writes the student's composed sentence on a sentence strip and cuts it apart. The student then reconstructs it. The child may look at the sentence he or she has written if help is needed. How much and where the sentence and the words are cut apart (i.e., into phrases, words, or letters) depends on the child's capabilities and needs. Cut-up sentences are progressively made more difficult by separating the letters within words as well as separating the words.

Three of the eight lessons observed contained no writing component. In two cases the RRT said the omission was a change in the usual lesson. In one instance, the RRT commented that Elyse uses visual cues relatively well and will attempt both long and short vowel sounds, so she does more reading with Elyse and less writing during some of her lessons. In the second instance, the RRT stated that she usually does a lot of writing with Ann, but she did not give a reason for the change which occurred the day of the observation. Regarding the third lesson with no writing, the RRT commented that Lillian would be discontinued the following week and that she does not always go through all lesson components with her. In addition, that particular lesson was shortened because Lillian had to go to the school nurse.

The reading of a new book, the last part of the lesson, alerts the teacher to the strategies the child is or is not using (in a new context). It begins with a preview or synopsis of a new book by the teacher and is followed by the child reading the book aloud. In the beginning stages of Reading Recovery lessons, the RRT said, the previews are longer, and she reads aloud many of the words in the book and has the child find particular words. Later on, she gives a synopsis of the story. The new book read on a given day becomes the book for the running record in the next lesson. (Therefore, the running record is always done with a somewhat familiar text since the child has read it once before.)

At the end of a lesson, the child chooses from one to five books to take home to read for homework. The cut-up sentence is sent home to be reconstructed and read; it is used to provide practice with visual cues. The envelope in which the book(s) and the sentence are sent has instructions asking the parents to read with the child. The instructions state that the child should look at the beginning and end of a word for clues in decoding.

When a lesson sequence is not completed--for example, if the new book preview has to be omitted--the RRT said she extends the lesson to two lessons. She stated that this is a rare occurrence.

The lessons kept a moderate pace. There was a great deal of work accomplished. The children and teacher occasionally engaged in unrelated conversation, but the majority of the time was spent reading and writing. The researcher at times observed the RRT telling words in reading and letters in writing without waiting very long; these were the times observed in which one might wonder if perhaps the teacher felt rushed. However, the overall atmosphere was not that of rushing through the lesson.

The school principal described children in Reading Recovery lessons as "actively engaged, on-task, involved, experiencing success, and seemingly enjoying themselves." The researcher would not disagree with this statement, based on eight observations. The children were very much on task. They appeared to have a very comfortable, informal relationship with the RRT, while remaining within the confines of the lesson structure.

Materials. There are particular materials used during Reading Recovery lessons, although it does not come "in a kit." Materials used in Reading Recovery consist mainly of children's literature books or "little books" (trade books). They also include an unlined notebook (writing book), correction tape, a pen, and counters for designating particular sounds.

Trade books are leveled according to difficulty. They have only a few words on a page in the early levels, and 12-15 books are read during each lesson. On the upper levels, around four books are read per lesson.

The RRT stated that the books are leveled according to such criteria as difficulty of both sentence structure and vocabulary and the number of words (per page). (Please refer to the previous discussion in A Review of the Literature, pages 17 to 19.)

The RRT said she has an adequate number of books. The state of Ohio gave schools with Reading Recovery $400 worth of books when they began their programs. She thinks there are interesting books now available on these beginning levels.

The books appeared to be appealing to children in both appearance and content. The observer noted that the books are colorful and often have humor; at least one book read had rhyme. The teacher said that the books are "based on the child's natural language" and that this contributes to the success of the program.

Reading Recovery leveled books are from various publishers. Many of the books are published by Story Box and Sunshine. The books which the RRT uses are almost entirely from the Reading Recovery lists of leveled books. When a student is near discontinuing, she allows the child to select and bring a book to class during each of the last one or two weeks.

During lessons, the children may choose familiar books to read from a selection of books in his or her basket. A choice is also given of books to read for homework.

The RRT said she does not use basals in Reading Recovery at all, although she sometimes uses them in Chapter I since basals have a controlled vocabulary. Some

RRTs, she stated, use basals to guide them to the average classroom reading level when they are discontinuing students in schools in which basals are used in the classrooms.

The RRT selects new books for the following day according to a child's strengths and weaknesses as revealed by the running record. For example, if a child needs work on visual cues and sentence structure, a book with less repetition is chosen.

Other materials used during lessons are a pen and an unlined notebook for writing the sentence. During the writing, cover-up tape is used to cover mistakes to save time which might be spent erasing. The OSU Reading Recovery teacher trainer said that students use a pen instead of a pencil because a pen is easier to read, and the students do not need to spend time erasing. She stated that unlined paper is used to eliminate the confinement of lines. Lines would give the child another element to consider during the writing.

Counters similar to board game pieces are used by the RRT to mark sounds in contiguous boxes to help the child say a word slowly and pronounce each sound. In Elyse's 3/19 lesson the RRT used a counter over each phoneme in lick (l--i--ck) in sequence and asked her, "What's the next sound you hear?" The teacher leader in the observed teacher training class used pennies to mark phonemes. She called the process "pushing pennies." As the word is said slowly and each phoneme is pronounced, the pennies or counters are pushed into the contiguous boxes (word diagrams).

Lesson Guidelines Inventory. The researcher did an informal survey of activities listed in the observation field notes (guidelines), a form completed following each of the eight Reading Recovery lesson observations (as well as each classroom observation). (See Appendix C.) The results give an additional perspective on events occurring during the observed lessons.

The survey showed that most student listening activity during the eight observations was limited to a few children who heard the RRT modeling for them how to sound out words. Simultaneous readings occurred twice. Student verbal activities consisted of reading passages aloud, sounding out words, and discussing the meaning of materials read. When the children wrote, they engaged in spelling and writing words and composing and writing sentences. Other student activities included determining passage meaning, selecting reading material (all students), and reading silently (one student). All children used storybooks (trade books), as their materials source. At least two nonfiction books were read, but the majority of the books read were narrative fiction.

Teacher behaviors and activities were another section of the guidelines form. The teacher attended to the students when the occasion arose, praised students for their efforts (all students), and was motivational and built self-esteem (all students). Regarding verbal behaviors, she read aloud twice in simultaneous readings; she modeled sounds of words, talked to students about content, sometimes provided rules and observations about reading (such as "i before e except after c"), told children how to perform reading tasks, and asked questions which led a student to performance of a reading task. Teacher instructional management activities included getting a child to participate in a reading activity (all students), revising a reading activity based upon a student's performance (all students), using manipulatives (counters) twice (by the teacher), evaluating written and recited exercises in reading (all students), and determining what strategy a student was using to complete a reading task (all students). No formal testing was observed.

On three occasions the researcher observed some teacher preparation activity. No management activity such as testing, discussing progress, or reporting progress was observed.

Some other listed activities not observed were use of a basal text, student use of manipulatives, the teacher reading word lists aloud, use of television or tapes, completion of workbook pages, and performance of plays or skits.

The observation field notes (guidelines) gives another view, from the perspective of observable behaviors, of events occurring during the Reading Recovery lessons.

The Whole Language Question

There appeared to be a difference of opinion as to whether or not Reading Recovery is a whole language program. The RRT described Reading Recovery as a "multi-approach to reading," which with its phonics, writing, and literature "probably is whole language." In contrast, the OSU staff Reading Recovery teacher trainer stated that she thinks "Reading Recovery is consistent with the whole language framework, but it is not itself whole language." Students read actual books and write and read their own sentences and stories, she said. She gave the following example of the difference between Reading Recovery and whole language: The structured, scaffolded writing in Reading Recovery contrasts with the more flexible whole language classroom in which there are more invented spellings and peer teaching. (The RRT uses the writing segment to work on visual cues [letter-sound correspondence], and such skills as capitalization and punctuation.) The teacher leader interviewed does not think Reading Recovery should be characterized as a whole language program. She stated that Reading Recovery does share elements in common with whole language such as a great deal of reading and writing. Reading Recovery has more structure in a shorter period of time (30 minutes) than in a classroom situation in which there is more flexibility.

The RRT, her classroom, the Reading Recovery students, and the Reading Recovery lessons have been described. All of these function within the academic setting of the school.

Program Academic Setting

Program setting factors to be reported include definitions of reading, classroom work missed when in Reading Recovery, and classroom reading programs.

Definitions of Reading. Part of the program setting at the school is a consideration of how various participants define reading. The RRT sees reading as "decoding of symbols." The principal believes reading includes the abilities to decode and to "comprehend print." The teacher leader interviewed said that she agrees with Marie Clay's definition: "A message-getting, problem-solving activity which increases in power and flexibility the more it is practiced." First Grade Teacher #1 defines reading as "deriving meaning from printed word or symbols." First Grade Teacher #2 thinks reading is "thinking and comprehending"; she also says skill and strategy knowledge are the means to help children make sense of print.

Three upper grade teachers of former Reading Recovery students gave their definitions of reading. The second grade teacher said it is a method of gaining information and pleasure. The third grade teacher sees reading as "decoding the printed word" so that the text "makes sense"; she considers reading "the key to knowledge." The fourth grade teacher defines reading as "the ability to gain meaning from the printed word."

Most of these definitions of reading include the idea that the purpose of reading is to gain meaning for the reader. Decoding is a part of many definitions and is the single idea in the definition given by the RRT.

These definitions appear to correlate with the methods used by the teachers in their teaching of reading. Most use literature (trade books) exclusively in their classes, not basals with worksheets which teach phonics. It was noted, however, that the RRT did not mention meaning in her definition, although she uses literature exclusively in Reading Recovery and sees herself as teaching "from whole to part."

Classroom teaching of reading. The Reading Recovery students spend most of their school days in self-contained classrooms in which reading is taught by the classroom teachers. Interviewees explained how they teach reading or, in the instances of the teacher leader, the RRT and the principal, how they believe reading should be taught in the classroom.

The teacher leader prefers the whole language approach which has a great deal of reading and writing. She thinks children enjoy this method of learning to read.

The RRT said if she were in a regular classroom today, she would use the Reading Recovery method. She uses it in her Chapter I classes. She teaches students phonics through their writing in the course of teaching with literature (trade books), not through the use of skill worksheets.

The principal believes in an "eclectic" approach to teaching reading, selecting the best from whole language and traditional approaches, and teaching skills in context by using literature.

First Grade Teacher #1 uses "an individualized approach" using trade books leveled as Reading Recovery books are leveled and by conferencing with individual children. The students write in journals everyday on topics of their own choosing and illustrate their writings. The teacher reads the journals with the students, and one or two skills are selected by the teacher and child for further work. The researcher observed peer ("buddy") reading in her room.

First Grade Teacher #2 uses literature and writing. Her students read individually for the most part, but she uses interest and ability grouping and buddy reading. She uses worksheets, according to the RRT; the researcher also observed their use in her room. Students write in individual journals using different topics which are both fiction and non-fiction, student- and teacher-selected.

The second grade teacher thinks the best way to teach reading is a combination of teaching decoding, having the students read and listen to the teacher read, discussing material read and listened to, and writing about what has been read. She uses the basal and trade books.

The third grade teacher uses a literature-based approach using themes such as pioneers which form the context for the different books being read in a unit. She forms various groups such as interest groups but does not have traditional ability groups.

The fourth grade teacher uses an individualized approach with trade books. She works on skill areas as needed and has the students express themselves through writing.

The use of trade books following an individualized approach seems to dominate classroom methods used or discussed as desirable. Writing is emphasized as a companion to reading. These two elements would appear to complement Reading Recovery: The Reading Recovery program also includes the use of trade books instead of basals, and it incorporates writing to teach skills rather than worksheets. Although the Reading Recovery lessons are more structured and limited in time than the classroom lessons, the nature of their similarities probably produces a school program which eases the transition for the child between compensatory and classroom reading. The teacher leader interviewed stated that "transition is easier if there is a lot of reading and writing" in the regular classroom. She quoted Marie Clay as saying that a Reading Recovery student can function in the regular classroom even with a "not noticing teacher" if the Reading Recovery teacher has done her job well.

Classroom observations of reading. Reading Recovery students were observed in their regular classrooms during reading periods. Both teachers teach using trade books and work with the individual child.

First Grade Teacher #2 read with Elyse and Evan individually on the morning of the observations. She does this about every seven or eight days, keeping a record of their progress. There were similarities to Reading Recovery noted in how she works with the children. In work with Elyse there were the use of praise, reading of trade books, teaching of phonics, and pointing out Elyse's use of good strategies (looking at pictures, sounding out words by looking at the first and other letters, and rereading if the sentence did not make sense). The teacher also asked literal comprehension questions, which was observed only occasionally in Reading Recovery lessons. In reading individually with Evan, similarities to Reading Reading lessons included using trade books, sounding out words, pointing to words, and the teacher complimenting Evan's use of good strategies (using pictures, looking at the first letter of a word, and "stretching out" words). Evan was on-task with the teacher, but she had to get him on task later as he worked individually. She did this by setting a timer while he worked on a worksheet.

The researcher observed Ann, Bob, and Lillian in the room of First Grade Teacher #1. On the day Ann was observed, she worked well independently; she did talk occasionally to the girl across the table. Ann worked on her journal; students were to write at least five sentences on a topic of their own choosing, writing and illustrating. Ann put her individualized spelling list in alphabetical order and worked on her math. Similarities to a Reading Recovery lesson included doing some original writing and receiving praise from her teacher for good work. Ann's writing task was similar to Reading Recovery in that it was an individual task using her own ideas. First Grade Teacher #1 uses journal writing to point out skills students need to focus on just as the RRT does. The writing task was dissimilar to Reading Recovery in that it was a more independent task and less structured than Reading Recovery writing. The OSU Reading Recovery teacher trainer said one study showed that Reading Recovery students improved in their classroom journal writing using invented spellings because they had "more and more knowledge to bring to it."

Bob and Lillian were observed last as a pair after observations of multiple children was decided upon at a

Battelle meeting as the procedure to be followed. The children were doing buddy reading with partners that day while First Grade Teacher #1 checked children's individual progress using material which she said is "a watered-down version" of a Reading Recovery assessment. Similarities to Reading Recovery lessons included use of literature, individual choice of books, spending a lot of time reading aloud, and using testing materials from Reading Recovery. Bob was on-task, but his book choices appeared to be books written below his independent reading level. Lillian was not always following her buddy as she read. Part of the time she was looking at the newly-hatched baby chicks in the cage in front of her. However, she appeared to read fluently when it was her turn to read aloud.

The children observed reading aloud in their regular classrooms appeared to enjoy reading and to be very comfortable with books. These synopses give a glimpse into the reading programs the children are involved in day-to-day in their regular classrooms and how they are similar (and dissimilar) to Reading Recovery lessons. (See Appendix F.)

Work missed while in Reading Recovery. The program setting also includes the regular classroom work missed when a student is in his or her Reading Recovery lesson.

First Grade Teacher #1 said students from her class miss various activities. She said that they are purposely taken at different times each day. Most of the time they miss silent reading or writing. She helps them make up any extremely important work, but is not concerned because she considers Reading Recovery very worthwhile.

First Grade Teacher #2 stated that activities missed vary depending on the child and the time. Usually they miss either: (1) the Mystery Bear Letter which has missing letters and helps develop strategies, (2) an explanation of the morning work, or (3) center work. The Mystery Bear Letter helps develop the child's prediction of text, phonetic and structural skills, use of punctuation, matching words one-to-one, ability to stretch out words (say and hear letters in sequence), and learning sight and unit words. It also models the form of a letter. Center work relates directly to reading and math and includes art, writing, games, and visuals. Some classroom work missed is made up, and some is not. The teacher is flexible and believes that the RRT's work with the child is important to the entire program.

From the academic school setting we turn to program placement and discontinuing factors.

Program Placement

Children are placed in Reading Recovery at the school according to test scores. In the fall, the kindergarten and first grade teachers give to the RRT names of children who they think might need intervention. The RRT administers to these students the reading component of the Wide Range

Achievement Test (the WRAT). Those children scoring at the 36th percentile or below on a national standardized test qualify for services under Chapter I. The WRAT is used to meet this guideline. In taking the WRAT, students read word lists out of context. The lowest 18 or 20 students are given Clay's Diagnostic Survey (a battery of Reading Recovery diagnostic tests given individually). The 10 children scoring the lowest are placed on the Reading Recovery list. Four begin Reading Recovery, and the others are placed in Chapter I until an opening occurs in Reading Recovery. (Beginning in 1991-92, the procedure was to be different. All first graders were to be given the Diagnostic Survey. Then the lowest students were to take the WRAT to qualify them for Chapter I and/or Reading Recovery.)

In this city, Reading Recovery is funded by the school district, and Chapter I classes are federally-funded. The RRT said that the school has varied (at times) from State of Ohio guidelines to take the four lowest students into Reading Recovery first. In such cases, a child was placed first in Chapter I to gain some basic print concepts before beginning Reading Recovery. This could be done, she stated, because the school district, not the government, funds Reading Recovery. This plan has worked well for them, the RRT said. All of the five Reading Recovery students observed for the study had previously been in Chapter I;

Bob and Elyse had been in the Chapter I class for only about a month prior to entering Reading Recovery. The RRT had five Reading Recovery students at the time of the study. Because she had had no students left in a Chapter I class, she had taken the opportunity to teach another Reading Recovery student.

The first grade teachers were asked if there were children in their classes who needed Reading Recovery services who did not enter the program. First Grade Teacher #1 stated that all children who needed Reading Recovery from her class were in the program. In first grade #2, there was an English as a Second Language (ESL) student who the classroom teacher wished could have been in Reading Recovery but who could not receive both ESL and Reading Recovery services. First Grade Teacher #2 stated that the RRT had suggested to the ESL teacher ways to help the student.

The RRT stated that the first group of Reading Recovery students in the fall moves faster that the second group because they have not formed the bad reading habits of the second group such as not reading for meaning and not self-correcting. She believes these bad habits originate when the students are learning to read. If children use certain techniques, and they appear to be working, she said, they continue to use them if no one corrects them. They might overuse some cues, such as structure and meaning, if they are weak in visual cues. However, she stated that the students must use all three cuing systems (meaning, structure, and visual) together to read well.

Discontinuing

Children are discontinued or exited from the program when they reach the average reading levels of their classrooms. Students are tested on text reading, vocabulary, and dictation. This year at the school the average level is at a higher level than it was last year and higher than other current first grades in the district. The RRT said the reasons she would give for these level differences would have to be her opinion. She stated that it could be due to: her working with some of the first graders in Chapter I readiness skills when they were in kindergarten; less transience among the school residents compared to the two other city schools; the parents, who highly value education and would perhaps be inclined to secure outside tutoring if needed; or simply the possibility of a more advanced class.

The RRT agrees with the present method of discontinuing students, as do the two first grade teachers, the school teacher leader, and the OSU Reading Recovery teacher trainer. Of the nine students receiving Reading Recovery services this year at the school, eight children were discontinued. One child, Evan, would not be exited because the school year would end before he would be at a level to discontinue. Evan would not have reached a full program of

60 lessons, so he would not be included in the program statistics. The RRT said that (statistically) it would not be fair to place students who have not received the full program of 60 lessons without discontinuing with students who have received "the full benefit of the program."

The Reading Recovery children at the school discontinue after various numbers of lessons. All children this year who have exited have discontinued by 40 lessons. Sometimes children exit in six weeks. In the four years of the Reading Recovery program at the school, all of the children with the full program have discontinued except one, and he had a medical problem discovered the following year when he was in second grade.

Retesting in the fall will determine if the children who have been in Reading Recovery and Chapter I still need additional help. If testing indicates that more help is needed, the children will be placed in Chapter I, or if the need exists, they will be tested further to determine if they meet requirements for LD (Learning Disabled) or DH (Developmentally Handicapped) services. The RRT stated that the philosophy of early intervention is that children will never need remediation again, and that she has had only one child in four years in her Chapter I class who had been in Reading Recovery as a first grader. She has had three children in Reading Recovery who had been previously identified as LD. These children subsequently did not have to receive the services of the Learning Center.

Some of the information collected during the process of the case study has been reported through a description of the program. The following section of the results is a description of some of the processes at work in the program.

Processes at Work in the School Reading Recovery Program

The following portion of the report is an elaboration on some of the themes which the researcher developed during data analysis. The themes are processes which contribute to the Reading Recovery students becoming better readers as a result of their participation in the program. The processes which will be discussed are child-centeredness, involvement with print, teaching methods, flexibility, roles and integration, home-school relationships, and teacher training. (See Figure 6.)

Child-centeredness

Reading Recovery is child-centered. It involves hearing children's voices reading, children making book selections, and individual attention being given to the child. The children remain on task and appear motivated. Their self-esteem seems to be built by their successes and by the praise of the RRT.

The individual tutoring situation enables the RRT to become knowledgeable about the individual child through the child's reading and writing and an opportunity to analyze the students' needs. The RRT responds to the child's

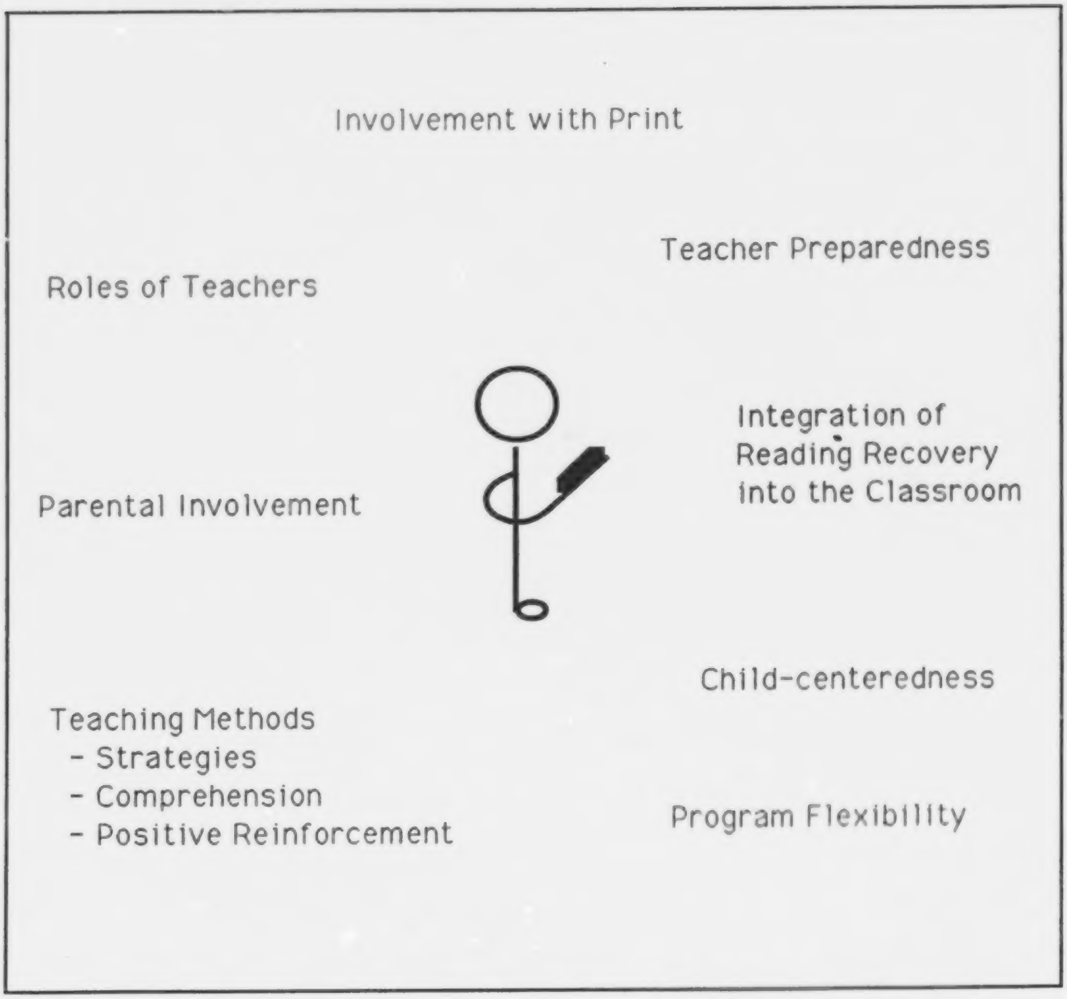


Figure 6. Processes at work in Reading Recovery: Influences on a student learning to read.

reading behavior with appropriate verbal intervention.

The individual attention itself very likely contributes to progress. Elyse's mother said she thought Elyse saw the lessons as "special" because it meant leaving the regular classroom. Evan's mother said that he likes Reading Recovery better than reading in the regular classroom and thought it might be due to the one-on-one method being used. Bob's mother mentioned the tutorial situation with the RRT as a positive factor in Bob's enjoyment of the program and relative to good program results.

Attentiveness was evident throughout the Reading Recovery lessons observed. The children were on-task and not distracted. The tutorial situation with one teacher and no other students around probably contributes to the focused attention and the amount of work observed.

Involvement with Print: Building Independence

The Reading Recovery philosophy appears to be learning to read through reading and writing as opposed to teaching skills and doing drills. Children read familiar books and a new book. They write a sentence and read it. They are constantly immersed in print during the lessons.

Constant individual assessment by the RRT is coupled with the teaching of strategies as the child reads. The teacher helps the child correct his or her own errors through questions and by pointing out a word or a sentence with errors.

Scaffolding, giving a child just the amount of support needed to perform a reading task, is used. For example, the boxes or word diagrams used in the writing portion are filled in according to the level at which the child can perform. The words and sentences are cut up into more pieces as the child progresses and can handle more details of print. The book previews are tailored to give the child just enough needed support.

Reading self-selected books and writing their own sentences also help children build independence and take charge of their learning.

Teaching Methods

Decoding can be defined as turning print into sound. The Reading Recovery program at the school uses the teaching of strategies to help children decode in the reading process.

The teaching of strategies. The teaching of strategies appears to be at the center of the program, the main objective of the RRT. The Reading Recovery teacher trainer at OSU considers the teaching of strategies to be one of the key elements in the program. She said that children are learning the "how to" of using information--language, syntax, letter-sound relationships, visual perception, and analysis--at the same time, while meaning is considered to be of prime importance in their reading.

The teacher leader at the teacher training class explained the difference between teaching on a word level and teaching on a strategy level. Teaching on a word level is teaching words to the child "in an order, a series of words, as in a basal reader. It is teaching on a skills level." Preteaching words is teaching on a word level. In contrast, teaching on a strategy level "is problem-solving. It is teaching on a process level."

Examining the Reading Recovery Record Descriptions reveals strategies the five students were using during the lessons observed. The strategies used were: early strategies (directionality, matching one-to-one, first letter cues), searching for cues (meaning, structure, and visual), self-monitoring, cross-checking (different cues), confirming check, expression, self-correction, rereading, and accuracy/fluency. Some examples of strategy uses follow.

On 4/30 Elyse self-corrected several times, indicating that she was monitoring her reading. She also indicated self-monitoring when she said that a sentence she had just read did not make sense. She cross-checked meaning with a picture and a visual cue, the sh digraph, to read the word showed.

On 4/3 Evan self-corrected several times during his reading of the familiar book. Twice he self-corrected after instructions to reread the sentence. Rereading can provide opportunities to cross-check cues such as meaning and sentence structure as well as use of strategies such as one-to-one matching. (The teacher's instruction to the child to reread is an indication to the child of a miscue.) Such instruction is teaching a strategy leading to independence.

The RRT appeared to call most, but not all, uncorrected miscues to a child's attention. She then might help the child use one of the cueing systems (meaning, visual, or structure) to decode the word. She helped Evan (3/14) with visual cues by asking, "What letter would you expect 'laugh' to begin with?" She encouraged Elyse (4/30) to reread, which encouraged using meaning to decode a word. The emphasis was on helping the child to correct the miscue.

Strategies are taught, according to the RRT, by positive reinforcement, questioning, and modeling. Positive reinforcement is in the form of encouraging comments by the RRT. For example, the RRT said to Bob on 4/10, "I like the way you reread this hard page." An example of questioning was her helping Evan on 3/14 with meaning cues by asking such questions as, "Does it help if you look at the picture?" and "What do you think would make sense there?" Examples of modeling, according to the RRT, are modeling expression and fluency and saying a beginning sound for the child. Its purpose is to encourage the student to begin to use the skills independently. The RRT pointed out that she had modeled fluency in lessons by reading simultaneously with students. The researcher had observed simultaneous reading and the modeling of expression in Evan's lesson on 3/14. The RRT had also modeled beginning sounds during that lesson.

There are two main approaches to decoding words using phonics. The synthetic or part to whole method uses blending of individual letter/sounds into a spoken word. The analytic or whole to part method involves analyzing sounds heard or clusters of sounds represented in a printed word.

The RRT believes in teaching phonics, and the Reading Recovery students are taught to decode words synthetically and analytically as they read and write. The RRT wants students to be able to stretch out words, saying them slowly so they can hear all sounds in sequence. She teaches them to use visual cues, word chunks (-ing, -s, -ed, etc.), and phonograms (-all, -it). During the writing of the sentence, word diagrams or boxes are drawn with some of the sounds written in by the teacher. The OSU teacher trainer stated that the boxes are drawn in pencil so they are not as visable as they would be if drawn in pen.

The five students were asked what they do when they come to a word they do not know. Lillian said that she sounds it out. Bob also sounds out the word and tries to find little words he knows within larger words. Elyse said that she sounds it out, tries to "memorize it," and thinks about it. Evan asks for help to "figure it out." Ann sounds out an unknown word and looks at it to see if she knows it. These methods lean heavily on phonics for decoding. Other strategies, such as using meaning and structural cues, were noticeably missing in their responses.

Positive reinforcement. Positive reinforcement occurs throughout a Reading Recovery lesson. It appears to teach, motivate, and promote a good relationship between teacher and student. The RRT praises the child for what he or she is doing right. Examples of this are with Elyse (3/19): "Good thinking," "Very good," "Good reading; you did terrific"; with Evan (3/14): "Good, I liked the way you fixed that"; with Lillian (4/3): "Good, I'm glad you fixed that," "That's right!" and "You did wonderful reading"; with Bob (4/30): "Boy, you read that really well" and "You are doing some wonderful reading."

After the running record, the RRT will often go back to help a child with miscues. She also will probably tell the child what he or she is doing well. For example, after Bob (4/30) read for the running record, the RRT told him what he was doing well: He was correcting himself, indicating that he was listening, thinking, searching for clues, and verifying that what he was reading was making sense to him. This praise encouraged use of strategies. After Evan

(3/14) read for the running record, he received the following praise: "Very good job" and "That was a good thing to do." Elyse (3/19) heard after the running record: "You got the hard page just perfect. You really worked on that."

Teaching comprehension. Comprehension is taught indirectly in Reading Recovery, according to the OSU teacher trainer. She considers it to be a "central" element. She said the child reads meaningful text, and there should be a constant interaction between child and teacher in which the text is understood to have meaning. The teacher lays a foundation for comprehension in the new book preview. The researcher observed this often during the lesson observations. Examples were the discussions on the contents of Excuses! Excuses! with Elyse (3/19) and discussing Windy Day with Bob (4/30). The OSU teacher trainer stated that teacher-prepared questions to "test rather than teach comprehension" are not asked in Reading Recovery.

The teacher leader's ideas about comprehension in Reading Recovery parallel those of the OSU teacher trainer. The teacher leader stated that comprehension "is not taught per se" in Reading Recovery, but "it is a by-product of what we're doing." She made three points similar to those discussed by the OSU teacher trainer: (1) The child in Reading Recovery reads meaningful literature; (2) the child exhibits reading behavior which indicates comprehension (stopping to question, commenting and rereading); and (3) there are no questions asked to test comprehension.

When asked how she knows a child is comprehending what he or she is reading, the RRT listed having the child retell and sequence the story and answer specific questions. She also said that looking at pictures and giving a synopsis of the story aid the child in reading for meaning. Some teacher questioning was observed, as well as jointly looking at pictures and discussing meaning during new book previews. The RRT said that she uses retelling and sequencing often. The two latter techniques were observed on only one occasion (4/30); Elyse retold how to make a mouse finger puppet using sequencing after reading a new book on puppets. The RRT said she uses retelling with Ann, but she did not use it on the day the researcher observed Ann's lesson. First Grade Teacher #2 said that Reading Recovery teaches comprehension more that "other similar programs."

From the eight observations the researcher concluded that comprehension is taught in Reading Recovery at the school in an indirect manner and that the teacher aids in comprehension by previewing the new book and encouraging use of pictures. These fit the Reading Recovery model as described by the OSU teacher trainer and the teacher leader. Questioning, sequencing, and retelling do not reflect the Reading Recovery model. The researcher observed some questioning, but sequencing and retelling were not observed to any great degree. Therefore, the researcher concluded that the RRT is probably closer in practice to the Reading Recovery philosophy on comprehension than she appeared to be from her statements about her own teaching.

Flexibility

The program showed flexibility, particularly in scheduling and in lesson adjustment to meet individual needs. It was also noted that five children instead of the usual four were being served by the program.

The RRT appeared to be able to adjust to different circumstances. When rare interruptions occurred, she seemed able to refocus her attention afterwards. She sometimes adjusted her schedule for the researcher's questions, observations, and interviews.

The RRT said that students were scheduled to come at particular times, and that they did so most of the time. However, she was flexible if a student or teacher needed to change.

First Grade Teacher # 1 stated that her children in Reading Recovery were taken for lessons in a different order purposely each day. She said that both she and the RRT are flexible and "it doesn't matter most of the time when a child goes."

When questioned about flexibility, First Grade Teacher #2 also said she is flexible and feels that the RRT's program is "very important for the whole program," so "if she needs them, they go."

Lessons were adjusted according to a child's needs. The RRT stated that she does more writing if a child needs to attend to visual cues. She said that the parts of a daily lesson vary according to a child's needs. New books are chosen according to needs revealed by the running record.

Most lessons observed had a variation from the four part, 30-minute Reading Recovery lesson. Evan (3/14) had a longer lesson because he took more time reading the new book. Lillian (4/3) had a shorter lesson when she had to go to the nurse and possibly because she was near discontinuing. She did no writing that day. The RRT stated that she did not always complete all parts of a lesson with Lillian because she was near discontinuing. Ann read no familiar books because she could read books with almost 100% accuracy after one reading. Bob (4/13) had no time for the new book. Elyse (4/30) did not write during one observed lesson. The RRT said that they had read more instead. Bob (4/30) read two new books during one lesson. The Little Red Hen, a familiar story, was apparently read for fun.

There is flexibility within the structured program, which appears to work well and with which the RRT and the first grade teachers are pleased.

Roles of Teachers and Integration of Reading Recovery into the Classroom

The teacher leader said that an RRT and the first grade teachers form "a partnership" of support for the Reading Recovery students. Both first grade teachers at this school see their roles as supportive of the program. (See Figure 7.)

The teacher leader stated that the regular classroom teacher with a student in Reading Recovery should play a supportive role, and that this is usually the case. She said that the RRT and the classroom teacher ought to inform each other about a student's work. She added that the classroom teacher should observe his or her student during a Reading Recovery lesson to learn what the student is doing well.

First Grade Teacher #1 said she conferences with the RRT about use of strategies and problems children are having about once a day concerning one of the children. She sees it as "a team effort." The RRT said that this teacher has learned a great deal about Reading Recovery.

First Grade Teacher #2 talks to the RRT at least once a week. She makes sure books go home and that the children go to lessons on time. She said she maintains a positive attitude toward the program although she thinks the program itself creates positive attitudes. This teacher expressed the need for workshops to teach teachers about Reading

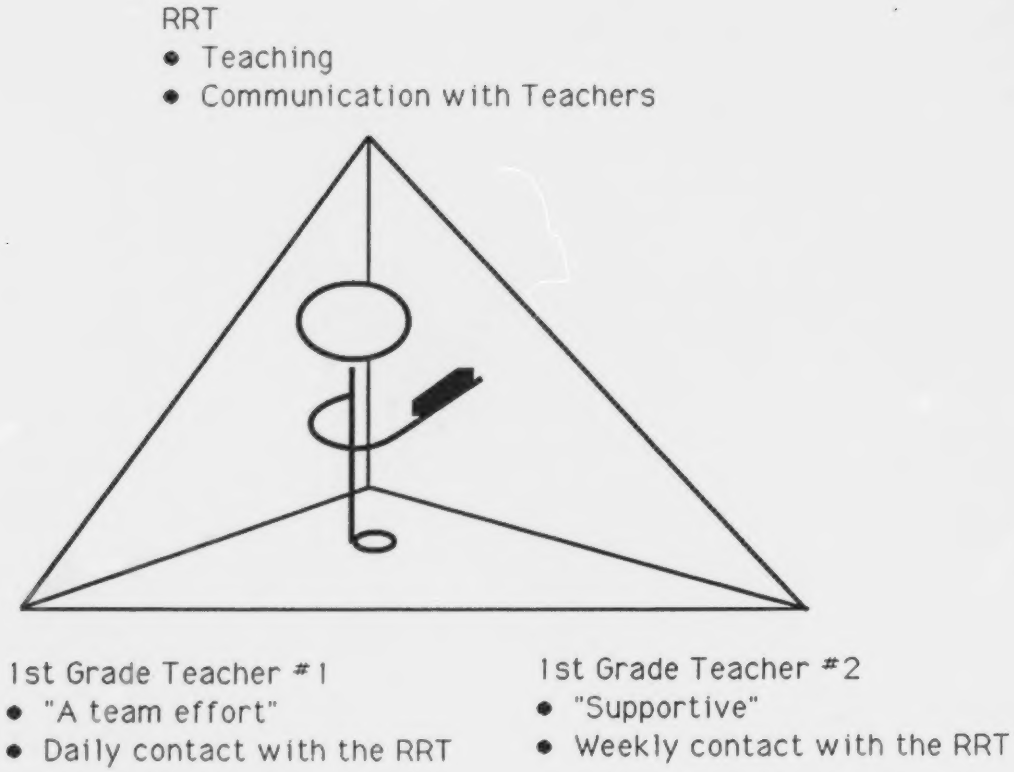

RRT
• Teaching
• Communication with Teachers
1st Grade Teacher #1
• "A team effort"
• Daily contact with the RRT
1st Grade Teacher #2
• "Supportive"
• Weekly contact with the RRT

Figure 7. A partnership: Support for the student within the program.

Recovery so more support could be given to the program.

The RRT sees coordination between herself and the two teachers. She talks to them about needs of the children and what they could work on with the children to meet these needs. First Grade Teacher #1 has her books leveled like those of Reading Recovery. The RRT said this teacher teaches reading strategies in a manner similar to Reading Recovery and that she was certain that she would encourage use of meaning, structural, and visual cues. She also uses a Reading Recovery-style assessment to test children four times a year. First Grade Teacher #2, the RRT stated, discusses progress with her, but she teaches skills using worksheets. [Considered a traditional method, teaching with worksheets is often done teaching skills out of context].

The teacher leader said it is desirable to have much reading and writing in the regular classroom for consistency. Both first grade teachers use journaling and meet individually with children for reading. There appears to be some integration of Reading Recovery philosophy into both classrooms, especially in that of First Grade Teacher #1. However, First Grade Teacher #2 reads with her students individually in a manner similar to that of Reading Recovery. Both classrooms and the Reading Recovery program use trade books.

Home-School Relationships

Home-school relationships are part of the Reading Recovery process. Communications between the RRT and the parents and parental support will be discussed.

Home-school communications. Communications between home and school (between parents and the RRT) consist of Reading Recovery progress reports, pamphlets, notes, letters, telephone calls, personal communications, and a meeting.

Reading Recovery progress reports go out four times a year. In the fall, the report is given to the parent at a conference, and the rest of the year, it is sent home with grade cards. (Parents receive reports only during the period of time their child is in Reading Recovery.)

The RRT reported that when a child enters the program, a letter is sent home, and she talks to the parent on the telephone. She said that she sends three pamphlets home during a child's program: in the beginning, approximately a month into the program (about writing), and at the end. She sends notes home periodically in the homework envelope. When she sees parents at school, she talks to them, around once every three weeks. She has a fall meeting for parents. She said parents may observe lessons. However, none of the parents of the five students in the study had observed.

Each parent interviewed was questioned about communications with the RRT. Lillian's mother said her communication with the RRT was sufficient. She had attended a meeting about the Chapter I and Reading Recovery programs. About once a month she communicated with the RRT through notes or seeing her at school. She also received feedback from First Grade Teacher #1.

Ann's mother stated that her contacts had been infrequent over the five months. She had received two reports in grade cards, met once in person, and had seen the RRT in the hall and talked.

Evan's mother reported that her communications had been mostly informal. She sees the RRT at school when she volunteers, and they have talked on the telephone. Notes and the permission letter had been sent home.

Bob's mother said her contacts have been mostly informal. She has seen the RRT at school and received a letter on entry and grade card reports. She stated that she does not need frequent confirmation of Bob's good progress.

Elyse's mother stated that her contacts have been mostly informal and of her own initiative. When she saw the RRT in the hall they would talk, and she received letters. She said she wished she could have gone to an explanatory meeting and could have observed Reading Recovery.

Of the five parents, two specifically stated their satisfaction with the communications process which they had experienced. Elyse's mother expressed the desire for more communication with the RRT through an observation and an explanatory meeting. An explanatory meeting had been held in the fall, and the option of observing Reading Recovery was available. There was possibly a lack of communication or a miscommunication on these points. Elyse's involvement in the second group for the school year might have been a factor in her mother's missing the fall meeting.

The contacts between home and school can take many different forms, according to the teacher leader. They may include notes, telephone calls, parent observations, parent-teacher conferences, taped messages, a handbook, and group meetings. The RRT at the school used many of these, though not all of them. The RRT said that her pamphlets were the equivalent of the handbook which the teacher leader had listed.

Parental support. The primary parental role in Reading Recovery as seen at the school is doing homework with the child. Homework consists of reading trade books and reconstructing the cut-up sentences.

The RRT thinks Reading Recovery students can see that Reading Recovery is helping them earlier than those children in Chapter I. She attributes this in part to parental involvement with homework which shows children the importance of the program. The RRT said most parents are cooperative and work with children at home. She mentioned one child whom she does not think has support at home.

All five mothers of the students came to interviews. Parents were asked if their children have Reading Recovery homework, and all five said reading; three mentioned the cut-up sentences, also. Two parents said they work on homework, but the question of whether homework was done was not asked.

Three mothers said they do volunteer work at school, which indicates general support of the school. (See Figure 8.)

Teacher Preparedness

The teacher training received by the RRT certainly appears to affect program results because the training is the source of knowledge about how to work with the students.

Information from the OSU teacher trainer, the teacher training class, and the RRT can give insight into teacher preparedness.

The OSU teacher trainer believes that Reading Recovery teacher training is "critical" to the program, "the single most important thing about the program." She said that Reading Recovery is not a mechanical step-by-step process, but one in which the RRT observes the child's behavior and works to solve problems. Teachers learn these methods through (observing and doing) behind-the-glass work in which a teacher-in-training teaches one of her students while others in the class observe and discuss the lesson process. The OSU teacher trainer said that the teachers learn to

Influence	Example
• Parental expectations	• Expectations of parents that children will work and do well in school
• Parental school support	• Volunteerism • Willingness to obtain outside tutors
• Parental help with homework	• Reading and working on cut-up sentences with child
• RRT - parent Communications	• Letters, phone calls, chance meetings, booklets, planned meetings

Figure 8. Home-school relationships in Reading Recovery.

make "moment-to-moment decisions with children." Such knowledge, she stated, used to be seen "as an art, a born teacher."

The teacher leader interviewed was in agreement with the teacher trainer when she said that the objective in teaching Reading Recovery teachers is to help them "become independent decision-makers, able to make on-the-spot, productive decisions" as they work with each child and adapt what they have learned. This is the objective of the behind-the-glass sessions.

The researcher observed a class session of Reading Recovery teachers in their initial training year. It was a full session consisting of behind-the-glass work and a lesson taught by a teacher leader. The class meetings are held weekly for 33 weeks of the school year and are 2 1/2 to 2 3/4 hours long. Teachers meet one afternoon a week at 4:15 PM at the training site.

There appeared to be high interest and motivation among the teachers, each of whom was working with four Reading Recovery students at his or her school. During the two behind-the-glass sessions, two teacher leaders-in-training and then the teacher leader led the class and asked probing questions about the children's reading work and the teachers' teaching procedures. The novice RRTs were responsive, and many participated. In the training class, the teachers engage in actual practice of Reading Recovery teaching, serving as a source of discussion and learning for the whole class. The class consists of 15 teachers, many of whom also teach Chapter I classes, and four teacher leaders-in-training.

The academic segment of the class took place following the two behind-the-glass sessions and a break. The teacher leader taught a lesson on hearing sounds in words and how to keep two record sheets, Weekly Record of Writing Vocabulary and Record of Book Level. Texts used by the class are Clay's Early Detection of Reading Difficulties (1985) and her more recent book, Becoming Literate: The Construction of Inner Control (1991a).

The RRT at the school described her training year as both "very intense" and "wonderful." One learns and puts the teaching into practice simultaneously. She thinks the actual teaching behind the one-way glass is putting theory into practice and is "tremendously beneficial." She also appreciates review sessions and the opportunity to watch behind-the-glass lessons and maintain association with the trainers. Even now, three years after her initial training, the RRT said she has a workshop every six weeks with her teacher leader.

The teacher leader confirmed this "continuing contact" with teachers. She said that continuing contact involves her visiting Reading Recovery teachers as needed, colleague visits between teachers when advice is needed about a student who is not progressing, and having regular meetings during the school year. Last year she had continuing contact with 29 trained RRTs, a large number, but she had no training class.

The original training and the follow-up, an on-going process which is an attempt to remain consistent with Reading Recovery procedures and philosophy, appear to be an integral part of the program at the school. They seem to be key processes at work in this Reading Recovery program to empower the teacher to work productively with the students. Figure 9 summarizes key elements of Reading Recovery teacher training.

The first section of Chapter IV has been a description of the Reading Recovery program at the school, answering the first research question: What are the characteristics and nature of the Reading Recovery environment within the selected school setting? It has included a program description with its several components and a discussion of processes at work within the program influencing reading progress.

Effects of the Program

The following portion of the report is in answer to the second research question: What are the effects of Reading Recovery instructional methods on first graders experiencing difficulty learning to read?

Characteristic	Example	Desired Outcome	Avoided Outcome
Intensive program	• Year-long • Theory-based • Behind the glass work	"Theory into practice" (RRT)	"Where the training is weak, the project is weak"(trainer)
Tutoring experience	Tutoring simultaneously with training classes	Practical application of theory	Theory without practical application
Teachers become independent decision-makers	Interacting with a child at points of need	"Active observer (of child), problem-solver" (trainer)	Mechanical step-by-step process (trainer)
Record keeping	• Daily lesson plans • Monthly reports	Accountability of RRT	Program of poor quality
Continuing contact	• Inservices • Colleague visits • As needed contacts	• Adherence to RR procedures • Teacher self-confidence	Program of poor quality
Teaching of children by leadership	Teacher leaders and trainers teach students-"The practicing professional" (trainer)	• Personal knowledge and experience • Credibility with teachers	"Ivory tower" effect (teacher leader observed)

Figure 9. Elements of Reading Recovery training.

Present Students

Students, parents, and first grade teachers are in positions to see first-hand the changes brought about by Reading Recovery. Their responses regarding program effectiveness shape the content of this report section.

Of the five students in the study, Ann, Bob, Elyse, and Lillian were discontinued; Evan was not discontinued.

Each of the study students appeared positive about the program and reading. Each categorized his or her reading now as "better" than before beginning Reading Recovery.

The parents of the children reported their children's general reactions to the program. Lillian's mother said she was enthusiastic about the program. Ann's mother stated that Ann enjoyed it. Evan's mother said that he appeared to like reading, Reading Recovery, and the RRT. Elyse's mother thought that she liked the program and thought it was something special. Bob's mother said he appeared to enjoy it.

Changes in the students' reading as reported by their parents were as follows:

Lillian is more motivated now in reading. She can recognize and sound out more words using what she has learned. She can read books with a higher level of difficulty. Her mother saw "remarkable results."

Ann decodes better by sounding out words and understands better what she reads.

Evan reads and comprehends better and can sound out words. He likes Reading Recovery better than reading in the regular classroom, possibly because of the individual attention. He has shown an increased interest in reading since beginning the program.

Elyse reads more fluently and reads with more confidence.

Bob has learned skills and now does not become frustrated if he cannot decode a word. His mother has seen a marked difference in his reading capabilities.

Figure 10 summarizes these student outcomes. Additional information on each child is listed; for most of the children, these are problems which could conceivably contribute to their difficulties in reading.

Both first grade teachers see children begin to take more risks after beginning Reading Recovery. First Grade Teacher #1 sees children gain self-confidence. Within weeks of beginning the program, they volunteer to read in class and become much more independent in journal writing. First Grade Teacher #2 sees that the children become willing to participate in their Mystery Bear Letter class exercise.

The first grade teachers see the Reading Recovery children begin to use particular strategies. First Grade Teacher #1 sees the children reading to the end of a sentence and skipping an unknown word and rereading, strategies she does not usually observe in non-Reading

Student	Opinion of own achievement	Program outcome	Parent opinion on achievement	Additional information (RRT, etc.)
Ann	reading "better"	exited	- understands better - sounds out words better	"lower cognitive score"
Bob	reading "better"	exited	- learned decoding skills - more confidence - sees progress	- retained in K - problems at home
Elyse	reading "better"	exited	- more fluent - more confidence - understands better - can explain decoding	summer school
Evan	reading "better"	not exited	- reads and comprehends better	- summer school - possible ADD
Lillian	reading "better"	exited	- more interest in reading - skills and reading level increased	short attention span

Figure 10. Student outcomes at the school.

Recovery students. The RRT was observed encouraging rereading. However, the RRT said that she does not teach Reading Recovery students to skip unknown words. Instead, she said she encourages the child to think of a word which would make sense, sound right, and look right through use of a first letter cue. First Grade Teacher #2 said she sees pointing, directionality, stretching out words, and awareness of sentence patterns. Both teachers see accelerated progress in the students.

Former Students

Teachers of former Reading Recovery students gave assessments of the students' reading abilities. The second grade teacher has four former Reading Recovery students. Student #1 is excellent in decoding and spelling but has problems with comprehension which, she hypothesized, may be due to a lower cognitive ability (IQ). Student #2 is not as good as Student #1 in decoding but comprehends better than #1. Students #3 and #4 both read and comprehend at the second grade level.

The third grade teacher has three former Reading Recovery students. One is "below average" and could use more parental support and could put forth more effort. The other two students are "strong average" readers.

The fourth grade teacher said her former Reading Recovery student is one of her best readers, and she wonders if he needed intervention. He told her, however, that he could not read before he was in Reading Recovery. (He would have been a Reading Recovery student during the first year of program implementation at the school.)

This small sampling of former Reading Recovery students presents a wide range of reading abilities. Although these children were not under individual study, the sampling does provide a description of progress in the one to three years following intervention. The longitudinal study should present a comprehensive picture of Reading Recovery outcomes since it will follow 1990-91 first grade students for four more years. The students' reading achievement over this relatively long period of time will present evidence of how well Reading Recovery students retain their skills and their ability to progress with their peers.

In answer to the second research question, the preceding portion of the chapter reported on the effects of Reading Recovery instructional methods on first graders who are experiencing problems learning to read.

Opinions about the Program

The following section of the chapter addresses the third research question: What are the opinions about the program of those involved in and closely related to Reading Recovery?

Comparing Programs

Teachers and the principal were asked to compare differences in children's responses to Reading Recovery and their responses to other compensatory programs.

In comparing Reading Recovery to his DH (Developmentally Handicapped) and LD (Learning Disabled) programs, the principal rated all of his compensatory programs highly.

The upper grade teachers, in general, did not think they had enough knowledge to compare and respond. The third grade teacher did say that she thinks children enjoy the reading in Reading Recovery much more than the "skills and drills" of compensatory programs of former years.

The RRT said she believes children in Reading Recovery see program benefits earlier than Chapter I children because of the one-on-one situation that helps accelerate progress and the parental involvement which shows children the importance of the program.

First Grade Teacher #1 thinks children in Reading Recovery understand reading better and like to read more than children in Chapter I. She attributes this to the group method of Chapter I in which children read less. She said Reading Recovery helps a child at the point of need.

First Grade Teacher #2 sees more emphasis on comprehension than in other programs. She thinks this is due to skills being taught in context.

In general, the comments comparing Reading Recovery to other compensatory programs were positive.

Key Program Elements

The RRT, the teacher leader, the OSU teacher trainer, the various teachers, and the principal, gave their opinions on what they believe to be the key elements or strongest points of Reading Recovery.

The teacher leader for the school believes that the key elements of Reading Recovery are: (1) the continuous training of teachers, (2) the well-designed, "proven program," and (3) the dedicated, committed teachers.

The OSU teacher trainer named four key elements in Reading Recovery: (1) the teacher training program and the process of decision-making the teachers develop through it, (2) the one-on-one tutorial communication, (3) "engaged time spent dealing with whole text," and (4) the teaching of strategies with the goal being the child's independent, constructive activity" (in the reading process).

The RRT thinks there are three key elements: (1) teaching children to read independently through use of strategies, (2) individualized lessons in which a child's strengths and weaknesses can be the focus, and (3) the use of positive reinforcement which helps children feel good about themselves.

First Grade Teacher #1 believes the key elements are the 30 minutes of one-on-one tutoring and teaching use of strategies.

First Grade Teacher #2 believes the key element in Reading Recovery is the connection made between the printed word and its meaning. She appeared less sure of her knowledge of Reading Recovery than the other first grade teacher and expressed a desire for workshops to learn more about it.

The second grade teacher said her answer was conjecture, but she saw former Reading Recovery students observing words "more closely" and showing evidence of work in decoding. She appeared to have a limited knowledge about Reading Recovery.

The third grade teacher said the effects on the children were the key elements: thinking reading is enjoyable, gaining self-confidence, feeling successful, and being motivated to persevere.

The fourth grade teacher did not respond because she felt she lacked knowledge about Reading Recovery, but she wants to learn more about it.

The principal believes the program's strong points stem from its philosophical base which states that students need "success in a meaningful context," much reading and writing, the use of their strengths, and the learning of strategies. He likes the one-on-one tutorial approach of the program.

In general, those closest to the Reading Recovery students in the school and those in leadership positions appeared most knowledgeable about the program. Several of the key elements listed among the principal, the RRT, the teacher leader, and the OSU teacher trainer were the same, such as the one-on-one tutoring, teaching strategies, and teacher training. This agreement should have a positive influence on program implementation and effect: Mutual understandings within the program infrastructure would tend to provide mutual support and promote success within the program.

Reactions to the Program

Most people interviewed had praise for the program. The RRT is "100% sold on Reading Recovery." First Grade Teacher #1 termed it "an excellent program, extremely effective." The third grade teacher called it "a very positive program." The principal said it is "a good program" and an "effective" program. He said there have been positive reactions among parents, students, and teachers. Ann's mother and Bob's mother called it "a wonderful program."

Interviewees were asked if they had any concerns about the Reading Recovery program. Although a number of individuals voiced no concerns (the principal, the second grade teacher, Bob's mother, Evan's mother, and Ann's mother), some participants expressed the following concerns.

Lillian's mother wondered if Reading Recovery were a group or individual activity, and she thought it should be on an individual basis. Lillian had been in Chapter I, a group situation, earlier in the school year, and this apparently resulted in some confusion which was clarified in the interview. Elyse's mother said she had never observed a lesson, so she did not know of any changes she would make.

Both first grade teachers expressed concern that some children have to wait until second semester for services. First Grade Teacher #1 stated that earlier admission to the program could help students have a more successful year in first grade.

The RRT was concerned about children who cannot be serviced with a full program at the end of the school year.

The third grade teacher had a concern for children who need continuing support. The fourth grade teacher would like to see first and second grade teachers gain knowledge of Reading Recovery for support purposes, and she would like to see a similar program for upper grades.

Figure 11 summarizes responses of participants to the program: their praise, concerns, and their opinions of what comprise the key elements.

The previous discussion has addressed the third research question regarding opinions of program participants about the Reading Recovery program.

Summary

Chapter IV presented the results of the case study research. In answer to the three research questions, the researcher first described the characteristics and the

Participants	Praise	Concerns	Key Elements
Ann's mother	is helping Ann	none	
Bob's mother	"wonderful", a school service	none	
Elyse's mother	helps get "on..track"	does not know	
Evan's mother	"is great"	none	
Lillian's mother	"remarkable results"	is it one-on-one?	
RRT	" 100% sold on RR" " wonderful"	children without a full program	• teaching independence, strategies • individual lessons • + reinforcement
1st Grade T.#1	"excellent"	more children cannot be served in the fall	•.30 minute daily lesson with trained teacher • teaching strategies
1st Grade T. #2	organized well strategies	all children are not served 1st semester	• linkage between word and meaning • use of strategies
2nd Grade T.	"good program"	none	training in decoding
3rd Grade T	" very positive"	continued support for some children needed	effects on the child: fun, feel successful, motivated to persevere
4th Grade T	no knowledge	upper level need	no knowledge of RR
Principal	"pleased"	none	• much reading, writing • use of strategies • one-on-one
Teacher leader	very rewarding	• more RRTs & $ • desire shorter training, groups	• continuous training • the program itself • the teachers
Teacher trainer			• teacher training • one-on-one • time with whole text • teaching strategies

Figure 11. Participant responses to the program.

nature of the Reading Recovery environment within the selected school setting. Details were given about the teacher and her classroom, the Reading Recovery students, and the Reading Recovery lessons. The question of whether Reading Recovery is a whole language process was explored. Program academic setting, program placement, and discontinuing were discussed. Themes developed by the researcher which are observed as processes at work within the program were presented. To answer the second research question, the researcher listed the effects of the program. The researcher discussed reactions to the program in answer to the third research question.

CHAPTER V

SUMMARY

Conclusions and Concerns

The researcher proposed a case study to gather information regarding the characteristics of a selected Reading Recovery program, opinions of the program, and information about its effectiveness. The study was among several case studies implemented to provide context for a larger, five-year field study. Conclusions were drawn concerning each of the three research questions.

Conclusions

Research question #1. What are the characteristics and nature of the Reading Recovery environment within the selected school setting?

The researcher drew five conclusions relating to the first research question. They regard: (1) confirmation of the literature search, (2) the processes at work observed within the Reading Recovery program, (3) principles of good teaching observed, (4) the uniqueness of the program, and (5) the academic setting of the school.

During the study, the researcher confirmed a great deal of the information found in the literature which described the Reading Recovery program: A picture emerged which reflected much of what has been written about Reading Recovery. This agreement is important because it points to the integrity of the program. Following are some major confirmations of the researcher.

The researcher concluded that a major goal of Reading Recovery is indeed to build an independent reader through teaching of strategies so the student can be a problem-solver, as described by Clay (1988) and Pinnell (1989). The lesson structure of this Reading Recovery teacher seems to follow rather closely the Reading Recovery model as presented in the literature (Boehnlein, 1987; Clay, 1979a, 1985; Pinnell, 1990; Pinnell, et al., 1988; Pinnell, et al., 1990) while maintaining some flexibility in teaching and scheduling.

Reading Recovery appears to be well-organized in its teaching procedures, data collection, and teacher training. The researcher would agree with the OSU teacher trainer who called Reading Recovery "a whole system for learning." She also included use of materials, continuing contact, and teacher leader reports in the system of Reading Recovery.

The teacher leader interviewed and the teacher leader observed were very knowledgeable about Reading Recovery philosophy and practice. The researcher observed a commitment by the teacher leaders to adhere to Dr. Marie Clay's methods as set forth in Early Detection (1985), which the observed teacher leader referred to as their "bible."

These observations confirmed that Reading Recovery has high standards for their teacher leaders (Pinnell, et al., 1988).

The researcher verified that teacher training is a key element in Reading Recovery. The teacher training is implemented by demonstration and participation as well as by the teaching of reading theory (Pinnell, 1987). There is follow-up--continuing contact--to keep teaching centered on Reading Recovery philosophy and practices (Lyons, et al., 1990; Pinnell, et al., 1988). Teachers make decisions as they teach, applying what they have learned in various situations with different students (Clay, 1987a). Teacher leaders and OSU staff trainers also teach Reading Recovery students, keeping them personally in touch with the program (Jongsma, 1990).

A second conclusion concerning characteristics of the program relates to the processes at work that the researcher observed. Processes such as child-centeredness, the teaching of strategies, and home-school relationships are supportive of the Reading Recovery students in their efforts to learn to read. All form a support system of encouragement whose goal is to help the child in the reading process.

A third conclusion relating to characteristics of the program concerns the teaching in Reading Recovery. The researcher observed many principles of good teaching such as learning to read by reading (Pinnell, 1988a), scaffolding, assessment of individual needs (Pinnell, 1987), positive reinforcement (Pinnell, 1989), and adapting to individual differences (Boehnlein, 1987; Clay, 1979a).

Fourth, the researcher concluded that the Reading Recovery program at this school, while following a master plan of philosophy, training, and teaching, is nevertheless, a unique program. This uniqueness stems from the participants themselves. The community, the RRT, the other school personnel, the students, the parents, and the teacher leader are unique individuals who contribute to the program's having its own special character. The RRT stated that Reading Recovery is "different in each setting." The researcher observed that the two first grade teachers relate differently to the RRT. One teacher used more Reading Recovery methods in her classroom, such as leveled books and a Reading Recovery-type test, than the other teacher. Such differences give this program individuality.

The last conclusion to be discussed on program characteristics regards academic setting. The researcher concluded that the use of trade books and writing in both the Reading Recovery and regular classrooms provides a congruence with the regular classroom activities which should have a positive effect on a Reading Recovery student's efforts. Some researchers believe congruence between the remedial classroom and the regular classroom has positive effects (Allington & Shake, 1986; Johnston, Allington, & Afflerbach, 1985).

Many educators are following a trend toward using children's trade books to teach and encourage reading (Allington, 1977; Rhodes, 1981; Tunnell & Jacobs, 1989). The writing in Reading Recovery was very structured and, for the most part, limited in function to teaching skills. The classroom writing included journal writing which requires more creativity. However, First Grade Teacher # 1, the teacher leader, and the staff trainer said there is a positive effect on classroom journals, a more creative use of writing, among Reading Recovery students. First Grade Teacher #1 related that Reading Recovery students become more independent in journal writing. The teacher leader and the OSU staff trainer said there is a positive effect on spelling. (The teacher leader stated that conventional spelling evolves in journal writing, and the staff trainer said that one study has shown that Reading Recovery children improve in journal writing using invented spellings.)

Research question #2. What are the effects of the Reading Recovery instructional methods on first graders experiencing difficulties learning to read?

The researcher concluded that all students made progress during the study. Four of the five study students were discontinued. However, the Reading Recovery teacher felt uncomfortable discontinuing Ann who has a good sight word memory but who still was having problems with comprehension and using the cueing systems. There were reports of progress for all students, and, in some cases, increased motivation to read. Follow-up studies among non-discontinued students confirm that even these students make gains (Groom, Herrick, McCarrier, & Nilge, 1992). The researcher noted that several students had problems which could affect their ability to achieve, such as Evan's possible ADD. At the same time, the researcher is concerned about the progress of several of the students in the second grade. (Please see the Epilogue, page 135.) Following these students in the longitudinal study should help clarify the extent to which progress is maintained.

Research question #3. What are the opinions about the program of those involved in and closely related to Reading Recovery?

Opinions about Reading Recovery from those involved directly and indirectly were mostly positive. The school district apparently tries to keep a positive image for such programs. The Reading Recovery teacher said that the school district calls programs such as Reading Recovery "compensatory", not "remedial". The word compensatory evidently has a more positive connotation than the word remedial.

The five students all liked the program. There was no "stigma" (a word Elyse's mother used) detected among any of the children regarding Reading Recovery.

The principal, parents, students, and teachers all thought Reading Recovery to be a good program. The RRT, the teacher, and the OSU staff trainer appeared committed to the Reading Recovery method. An excitement about the program was observed especially among the RRT, the parents, the teacher leader interviewed, the first grade teachers, and the third grade teacher. The teacher leader said she is "very pleased" with the Reading Recovery program at the school.

The concerns of participants about Reading Recovery ranged from none to a concern that more children could not be served in the fall and a desire for a program for upper grade children. Concerns seemed to center on a desire for more services rather than problems with delivered services.

Researcher Concerns

The previous discussion of researcher conclusions was based on the three research questions. In the following section, the researcher expresses some concerns about the program which emerged during the research process. These concerns center on the self-reported statistics on Reading Recovery, a need for inservice at the school, and a need for more teacher leaders.

The Reading Recovery self-collected data calculates its percentages of discontinued students only from those who received a full program (those who had at least 60 lessons or were discontinued). In other words, it does not take the percentages of discontinued students from the total number of students served. The method used results in higher percentages of discontinued students than if percentages were taken from the total number of students served. This does not give a complete picture, in this researcher's opinion, because percentages do not reflect the total number of students served. Possibly a percentage of discontinued students calculated from the total number served should be given alongside the percentage of discontinued students who had a full program.

A second concern of the researcher is a lack of teacher inservice at the school. Staff development to inform teachers about Reading Recovery methodology would be useful for support of Reading Recovery within the school by increasing awareness of strategies taught and as an opportunity to offer selected suggestions for classroom practice to teachers on all elementary grade levels.

A final concern regards having a sufficient number of teacher leaders. The teacher leader mentioned that she has a large number of teachers for continuing contact. This link is critical for sustaining a quality program, and if it is missing, the quality may suffer. However, the RRT did not mention this as a problem. The teacher leader has compensated by having the RRTs do colleague visits and by visiting personally only as needed.

Implications for Practice

The Reading Recovery methodology is an organized system of techniques which Clay developed from observational research in New Zealand. The techniques involve the teaching of strategies and an immersion in reading and writing using children's trade books. Can these techniques be used in compensatory and regular classrooms? The use of book introductions (Clay, 1991) and trade books ("real books"), doing original writing (Gursky, 1991), and the teaching of strategies (such as the early strategies, cross-checking, self-monitoring, and the use of meaning, structural, and visual cues [Clay, 1985]) could be productive teaching techniques in these classrooms. Reading Recovery is not taught in groups, but some of the methodology can be implemented in classroom situations. Action research (Gove & Kennedy-Calloway, 1992) and teacher inservice (Johnston & Wilder, 1992) can serve to integrate change into classrooms through staff development.

Lyons, Mudre, and Simmons (1991) relate an action research project in which a first grade teacher and a Reading Recovery teacher collaborated to use applicable Reading Recovery techniques with a group of at-risk first grade students. The group of six students was given in-class instruction and support while awaiting Reading Recovery instruction. All students made significant gains in reading during the school year. Such cooperation is an example of action research. Knowledge was shared between the Reading Recovery teacher and the classroom teacher and then applied in a group situation.

The Reading Recovery teacher and the first grade teacher who participated in the action research cited above shared their study results, program structure, and sample lesson plans through an inservice within their school district (Lyons, et al., 1991). They challenged other RRTs and classroom teachers to form their own "literacy teams" (p. 12) for mutual support of their reading programs (Lyons, et al., 1991).

Suggestions for Further Research

This case study raises questions that offer possibilities for further research.

This researcher would suggest more action research studies. Besides providing innovative methodology, the knowledge gained in studies linking Reading Recovery with the regular classroom can be shared in teacher inservice, an avenue for training other teachers in the new methodologies.

A study to detail and isolate roles of Reading Recovery participants could determine influences on program outcomes. Use of the results would strengthen delivered programs.

A research study could compare programs of several Reading Recovery teachers in a cross-site analysis. Are they following the Reading Recovery model? Do procedural changes occur that affect program quality or identity?

Marie Clay believes that a child in Reading Recovery can function well in the regular classroom even with a "not noticing teacher" if the Reading Recovery teacher has done her job well. At the same time, a congruity between the reading and writing tasks in the Reading Recovery classroom and the regular classroom seems to take on importance. Research could compare the reading and writing tasks in the Reading Recovery classroom with tasks in the regular first grade classroom. How does this congruity or incongruity affect an at-risk student's ability to learn to read?

Reading Recovery is an intensive teaching situation; it also requires a great deal of paperwork. Do Reading Recovery teachers experience "burn-out" at a higher rate than other teachers? A study could be implemented to answer this question.

A claim of Reading Recovery is that students do not need further remedial help. Case studies of individual Reading Recovery students should follow children into their middle school and/or high school years to determine reading progress. Other influences on reading achievement, such as the students' home and social environments, ought to be considered.

In this study, all students had been placed in Chapter I before going into Reading Recovery. (Two of the students also had some type of additional tutoring experiences.) What effect does such additional help prior to Reading

Recovery placement have on at-risk students' progress?

Fincher (1989a) claims that Chapter I has better results than Reading Recovery in his school district. Study and implementation of good teaching methods is a recommended procedure (Anderson, et al., 1985). Therefore, a study of the Chapter I procedures in this school district would be a valuable resource for compensatory teachers. (Note: Clay used observational research of this kind in New Zealand [Clay, 1979; Pinnell, et al., 1988; Pinnell, et al., 1990].)

Recommendations for Year Two of the Longitudinal Study

The researcher prepared a Suggested Second Year Follow-up Study of the Reading Recovery Program. Using insights gained from Year One, a suggested schedule of events, the methodology, target questions, and interview questions were prepared. (See Appendix G.) Plans suggest meeting with the principal, the classroom teachers, the parents, the students, and observing students during their classroom reading sessions. Recommendations include making four visits during the school year. This is much less than the number of visits required in Year One when program description was a primary focus. Four visits allows a sufficient number of visits to record progress and any significant events in the children's lives related to that progress. Target questions for observations and interview schedules for interviews are provided.

EPILOGUE

All five students in the study returned to the school in the fall of 1991 and are presently in the second grade. Evan, who was not discontinued from the program, is in a Chapter I class with three other second graders. His classroom teacher thinks he is at least a year behind in reading and that lower cognitive ability and possible ADD are factors in his lack of reading achievement.

Four children were discontinued from the Reading Recovery program in the spring. Bob qualified for Chapter I (by scoring at the 36th percentile or below on a standardized test) and is in the Chapter I class with Evan. Bob has recently been doing well and is reading on a level estimated by his classroom teacher to be equal to middle to end of second grade. Ann is reading on a level equal to the beginning to mid-second grade, her teacher said. Ann is in speech therapy where she works on articulation and language usage. In speech therapy she is also receiving supplemental help in three content area subjects, health, science, and social studies, which her teacher says is helping her in reading comprehension. It was discovered that Ann had no hearing in one ear, and she recently underwent ear surgery; results are unknown at this time.

Elyse is ¼ to ½ year behind in reading, according to her teacher. Lillian is reading on grade level.

The RRT is now teaching learning disabled students in the Learning Center. She had planned to incorporate her knowledge of Reading Recovery methodology into her teaching there.

The compensatory program has been reduced to a half day this year. There is a new RRT is at the school, and she teaches two Reading Recovery students and two Chapter I classes. Music from the music room still penetrates her classroom walls.

APPENDICES

Appendix A

Target Questions for Observations

Possible Reading Recovery Lesson

Observation Target Questions

The Child

1. Was the child attentive to the lesson?

2. Did the child participate fully in the lesson? List any exceptions.

3. Did the child show evidence that he or she is developing reading strategies such as self-monitoring, cross-checking, and self-correction? Give examples.

4. What cues is the child using (visual, structural, meaning)?

Reading Recovery Teacher

5. Were there any interruptions? How were they handled by the teacher?

6. What verbal reminders of strategies did the teacher use?

7. What questions did the teacher ask to guide the child in reading successfully?

8. What behaviors did you observe in the teacher during this lesson? (Did she correct each error? Was she guiding the child to read for meaning? Did she appear to be teaching on a word level or a strategy level?)

9. How does the teacher adjust lesson content in consideration of individual differences in reading levels?

Child and Teacher

10. Did the teacher and the child appear comfortable

together? Rate on a scale of 1-5 (not comfortable to very comfortable).___

11. How would you describe the relationship between the teacher and the child (e.g., formal, informal; personal, impersonal; trusting, untrusting)?

Lesson

12. Were all components of the lesson completed? List variations from the normal Reading Recovery agenda.

13. Was a majority of the time spent on task?

Possible Target Questions for Regular Classroom Observations of a Child in Reading Recovery

1. Does the child participate by answering questions?

2. Does the child offer freely to read aloud?

3. Does the child exhibit confidence in his or her abilities in the group setting?

4. What appears to be the child's attitude toward reading?

5. Over a period of time, is change in his or her reading progress evident?

6. Is the child attentive during the lesson?

7. Does the child spend a majority of the time on task?

8. Does the child show evidence of using strategies developed in Reading Recovery such as self-monitoring, cross-checking of cues, and self-correction?

9. What cues is the child using (visual, structural, meaning)?

Possible Target Questions for Reading Recovery Teacher In-service Observations

1. How many Reading Recovery teachers-in-training are in the class?
2. How often and for how long does the class meet?
3. Who are the in-service class teachers? What are their positions?
4. What texts are used?
5. Do the teachers-in-training have assignments to prepare for the class?
6. What are the objectives of this week's lesson?
7. Describe the lesson sequence.
8. Describe the methods used to teach the class.
9. What are the responses of the teachers-in-training to the lesson as it progresses?
10. How does the TL respond to questions and problems?
11. What visual aids are used?
12. Is there any measurement of training effectiveness?
13. Do the RR teachers-in-training appear motivated to learn about RR and to teach it?

Appendix B

Forms:

Cumulative Record Description

Reading Recovery Record Description

Cumulative Record Description

Name____________________ Birthday__________Today's date____

1. List reading scores.

2. List Diagnostic Survey results.

3. List anecdotal comments pertinent to this child's learning in general and/or in reading.

4. List background information related to the child's reading problem.

5. What grades, if any, has the child received in reading?

6. Has the child experienced problems in other academic areas besides reading?

Reading Recovery Record Description

Date of observation______________________________

Child observed______________________________

Reading Recovery Teacher______________________________

Observer______________________________

Descriptions from the Running Record and Lesson Plan

1. Strategies used in reading today:

2. Word analysis used in reading:

3. Word analysis used in writing:

4. Book title for running record:
5. Book level (1-20)
6. Did the child read at a 90% or above accuracy rate?

Appendix C

Forms:

Interview Notes

Observation Field Notes

Observation Field Notes/Guidelines

Contact Summary

Interview Notes

Page ☐ of ☐

Date: ☐ ☐ ☐ (Mo) (Day) (Yr)	Respondent: ☐	Location: ☐
	Title/Role: ☐	Date of Next Interview: ☐ ☐ ☐ (Mo) (Day) (Yr)
Interview # ☐ of ☐	Interviewer: ☐	

Notes:

Observation Field Notes

Page ☐ of ☐

Date:	☐ (Mo)	☐ (Day)	☐ (Yr)	Location: ☐	Teacher: ☐	
				Observer: ☐	Student: ☐	
Time:	☐	to	☐	Activity: ☐		

Notes:

Observation Field Notes/Guidelines

Page ☐ of ☐

Date: ☐ ☐ ☐ (Mo) (Day) (Yr)
Time: ☐ to ☐
Location: ☐
Observer: ☐
Activity: ☐
Teacher: ☐
Student: ☐

Teacher verbal behaviors

☐ Reading aloud to a student.
☐ Modeling the sounding of letters, blends, and words for a student.
☐ Talking to a student about the contents of reading materials shared.
☐ Providing rules and observations about reading.
☐ Telling a student how to perform a reading task.
☐ Asking questions which lead a student to performance of a reading task.

Notes:

Teacher instructional management activities

☐ Getting a student to participate in a reading activity.
☐ Shaping/revising a reading activity based upon a student's performance.
☐ Integrating manipulatives and audiovisuals into a reading lesson/activity.
☐ Evaluating a student's written and recited exercises in reading.
☐ Determining what strategy a student is using to complete a reading task.
☐ Testing a student's reading skills in order to suggest further strategies.

Notes:

Teacher preparation activities

☐ Becoming more familiar/proficient with reading teaching methods/strategies.
☐ Planning a reading lesson.
☐ Creating new materials for reading instruction.
☐ Preparing/scheduling/setting up materials for use in a reading lesson.
☐ Acquiring new materials and teaching ideas for reading instruction.

Notes:

Teacher program management activities

☐ Testing a student's reading skills in order to report that student's progress.
☐ Discussing a student's reading progress/experience with a parent(s)/guardian(s).
☐ Discussing a student's reading experience with teachers or other staff.
☐ Discussing/reporting program status to local, county, and/or state agencies.
☐ Communicating reading program status with other professional staff.

Notes:

Reading materials usage

☐ Student using a basal reader or text book.
☐ Student using storybooks, magazines, or other supplemental readers.
☐ Student using manipulatives (e.g., computers, flashcards, games, etc.).

Notes:

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Observation Field Notes/Guidelines

Page ☐ of ☐

Date: ☐ ☐ ☐ (Mo) (Day) (Yr)
Location: ☐
Teacher: ☐
Observer: ☐
Student: ☐
Time: ☐ to ☐
Activity: ☐

Activity Inventory:

Student listening activities

☐ Student listening to the teacher sounding out letters, blends, words, etc. aloud.
☐ Student listening to the teacher reading word lists aloud.
☐ Student listening to the teacher reading passages aloud.
☐ Student viewing/listening to audiovisuals (e.g., TV, video/audiotapes, etc.).

Notes:

Student verbal activities

☐ Student sounding out letters, blends, words, etc.
☐ Student reading word lists aloud.
☐ Student reading passages aloud.
☐ Student describing how she/he reads a new blend, word, etc.
☐ Student discussing with teacher or other students the meaning of materials read.

Notes:

Student writing activities

☐ Student spelling words.
☐ Student writing words.
☐ Student completing worksheets and/or workbook pages.
☐ Student composing/writing passages.

Notes:

Other student activities

☐ Student determining the meaning of a sentence or passage read.
☐ Student reading silently.
☐ Student selecting reading material.
☐ Student performing plays/skits, presenting, demonstrating, etc.
☐ Student taking reading tests.

Notes:

Teacher affective behaviors

☐ Attending to a student's feelings.
☐ Acknowledging/praising a student's effort and/or action in reading.
☐ Motivating a student to be excited about doing reading activities.
☐ Building a student's self-esteem.

Notes:

Contact Summary

Page ☐ of ☐

Date of Contact: ☐ (Mo) ☐ (Day) ☐ (Yr)	Location:	☐	Teacher:	☐
	Observer:	☐	Student:	☐
Today's Date: ☐ (Mo) ☐ (Day) ☐ (Yr)	Activity:	☐		

Summary of contact (observation or interview):

Contact Summary

Page ☐ of ☐

Date of Contact:	☐ (Mo)	☐ (Day)	☐ (Yr)	Location:	☐	Teacher:	☐
				Observer:	☐	Student:	☐
Today's Date:	☐ (Mo)	☐ (Day)	☐ (Yr)	Activity:	☐		

Issues or themes observed in this contact:

Target question information:

New target questions identified:

Insights about the compensatory reading program:

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Appendix D

Prepared Interview Schedules

First Interview with a Reading Recovery Teacher

Name:______________________________ Date:_______

Introduction

Thank you for your time today. In our study of a Reading Recovery school, we are gathering information from those directly involved in Reading Recovery, the Reading Recovery teachers and students, and some who are indirectly involved such as the school principal. We think each has a unique perspective. I'd like to ask you some questions and record the interview, if it's OK with you.

Questions

1. What is your present position?
2. Which grades have you taught?
3. How many years have you taught?
4. Sex___
5. How did you become a Reading Recovery teacher?
6. What, in your experience, is the best way to teach reading in the regular classroom?
7. How would you define reading?
8. Could you describe your classroom for me and tell me where you and your Reading Recovery students are seated during the lessons?
9. Could you describe "roaming around the known"? Do you consider it to be a valuable part of the program? Why or why not?
10. Would you describe what a typical Reading Recovery

lesson is like, the time schedule, and the main purpose(s) of each part?

11. (a) Do you have an aide? (b) Do you ever have a student teacher?

12. How has your Reading Recovery teaching changed over your years of teaching using its procedures?

13. Is your Reading Recovery teaching a lot like that of other Reading Recovery teachers?

14. What makes Reading Recovery in this building unique or different in any way from other Reading Recovery settings?

15. Do you consider Reading Recovery to be a whole language program? Why or why not?

16. My understanding is that Reading Recovery children may not use invented spellings in their writings. Is this correct? If so, what is the thinking behind this practice?

Verification of Data

Date of Next Interview:____________________

Interview with a Reading Recovery Student

Name:______________________________________ Date:________

Introduction

Thank you for letting me ask you some questions about reading and about Reading Recovery. When I ask the questions, answer them the best way you can. But if you don't understand a question, tell me, and I will try to help you understand it better. If it's OK with you, I'd like to record the interview.

Questions

1. Do you like to read? Do you read at home?

2. Do you like for others to read to you? Who reads to you at home? Who reads to you at school?

3. What is your favorite book?

4. Do you go to the public library? Do you have books of your own at home?

5. What do you like to do when you have free time at home?

6. Could you explain to me what people are doing when they read?

7. Has Reading Recovery helped you learn to read better? How has it helped?

8. Do you like Reading Recovery? If so, what do you like about it? Is there anything that you do not like about it?

9. Do you think you are reading a lot better than before you started RR, better, about the same, or not as well?

10. Do your parents like Reading Recovery? Why or why not?

11. Do you think the writing time in Reading Recovery helps you read better? Why or why not? Do you like to write in Reading Recovery?

12. Does the Reading Recovery teacher tell you if you are reading well? What does she say?

13. What are some questions that the Reading Recovery teacher asks you during the lesson?

14. When you are reading, and you come to a word you don't know, what do you do?

15. Do you have any favorite Reading Recovery books?

16. Why do you come to Reading Recovery?

17. Are you glad you are in Reading Recovery? Why or why not?

18. Do you have anything else to tell me about Reading Recovery?

Verification of Data

Date of Next Interview: Not anticipated

Interview of Classroom Teacher
of Current Reading Recovery Students

Name: ______________________________ Date: ________

Names of Reading Recovery students in class at the present time: ____

Introduction

Our study of Reading Recovery includes interviews of those involved in some way with the program. Since you are a classroom teacher of current Reading Recovery students, I'd like to ask you some questions about reading and Reading Recovery to get your unique perspective. I'd like to record the interview if it's OK with you. I appreciate your time today.

Questions

1. What, in your experience, is the best way to teach reading in the regular classroom?
2. What is your definition of reading?
3. Is there a consistency from year to year in the type of student going to Reading Recovery?
4. (a) How would you characterize your Reading Recovery students' progress in reading? (b) What elements of the Reading Recovery program do you believe are contributing to this progress?
5. (a) Do you see accelerated progress in the students' reading? (b) If so, can you give an example of accelerated

progress? (c) Do you attribute the accelerated progress to Reading Recovery?

6. Do you see any strategies being used by the Reading Recovery student which were not being used before he or she began Reading Recovery?

7. What does your Reading Recovery student miss in your classroom when he or she is in the Reading Recovery lesson?

8. (a) Do you feel that Reading Recovery gives the child more confidence in himself or herself? (b) Will he or she take more risks than he or she would before? (c) Could you give some examples?

9. In what ways does the Reading Recovery teacher keep you informed of the student's progress?

10. As the teacher of a child in Reading Recovery, what do you see as your role in relation to the program?

11. Do you see differences in children's responses to Reading Recovery and responses to other compensatory programs?

12. Would you name what you observe as the key elements or strongest points of Reading Recovery?

13. Could you name some areas of concern or areas which might be modified in Reading Recovery?

14. What would you like to tell me about Reading Recovery that I have not asked about?

15. Present grade__

16. Grades taught___

17. Years of teaching experience___

18. Sex____

Verification of Data

Date of Next Interview:Not anticipated

Interview of Classroom Teacher
of Former Reading Recovery Student

Name:______________________________ Date:________

Names of former Reading Recovery students in class at the present time ________________________________

Introduction

Our study includes interviews of those involved in Reading Recovery and those closely related to it, such as teachers like you who are teaching children who were in Reading Recovery in first grade. We feel that you have a unique perspective to share. I'd like to ask you a few questions about your observations of reading and of Reading Recovery. I'd like to tape the interview if it's OK with you. Thank you for your time today.

Questions

1. What, in your experience, is the best way to teach reading in the regular classroom?

2. What is your definition of reading?

3. What reading groups are your former Reading Recovery students in, or, if you do not have reading groups, how would you characterize the progress of each student?

4. How would you describe the reading styles of children coming from Reading Recovery and the reading styles of those children from other remedial programs?

5. Do you see differences in children's responses to Reading Recovery and children's responses to other

compensatory programs?

6. (a) Would you name what you observe as the key elements or strongest points of Reading Recovery? (b) Could you name some areas of concern or areas which might be modified in Reading Recovery?

7. What would you like to tell me about Reading Recovery that I have not asked about?

8. Present grade level__

9. Number of years teaching this grade__

10. Total years of teaching experience__

11. Different grades taught__

12. Sex__

Verification of Data

Date of Next Interview: Not anticipated

Interview of School Principal

Name:__________________________________ Date:________

Introduction

Thank you for your time today. Our study of the Reading Recovery program includes interviews with those involved in Reading Recovery in a direct way and those who are indirectly involved, such as you, who are in a position to see what is taking place in the program. I'd like to ask you a few questions about your observations of Reading Recovery. If it's OK with you, I'd like to tape the interview.

Questions

1. How long has Reading Recovery been in your building?
2. Are there other remedial programs at your school? List.
3. What, in your experience, is the best way to teach reading in the classroom?
4. How would you define reading?
5. What has been the general reaction to Reading Recovery among your teachers?
6. What do the parents of Reading Recovery students think of Reading Recovery?
7. What do the Reading Recovery students think of the program?
8. Do you see differences in children's responses to

Reading Recovery and their responses to other compensatory programs?

9. What do you believe are the key elements or strongest points of Reading Recovery?

10. Do you have any concerns about the Reading Recovery program? List.

11. Could you describe your school's population for me?

Number of students_____ SES__________ Family make-up_____

12. Have there been any significant events or changes in the community in recent years that have affected the students?

13. Number of faculty members____ Age of building_____

14. What would you like to tell me about Reading Recovery that I have not asked about?

Verification of Data

Date of Next Interview:Not anticipated

Interview of a Reading Recovery Parent

Name:______________________________________ Date:________

Name of Child:__________________________

Introduction

Thank you for taking the time to come today. We are studying Reading Recovery in this school. Since your son or daughter is in Reading Recovery, I would like to ask you a few questions about it. I would like to record the interview if it's all right with you.

Questions

1. How long has your son or daughter been in Reading Recovery?

2 What is your child's reaction to Reading Recovery?

3. Do you see any changes related to reading in his or her actions?

4. (a) How would you describe your child's reading or interaction with books at home? (b) What kinds of reading does he or she do at home? (c) Does he or she have Reading Recovery homework?

5. (a) What kinds of contact do you have with the Reading Recovery teacher? (b) How often are the contacts?

6. What do you like about Reading Recovery?

7. Is there anything that you would change about Reading Recovery if you could?

8. What would you like to tell me about Reading Recovery

that I have not asked about?

Verification of Data

Date of Next Interview: Not Anticipated

Interview with the Teacher Leader

Name:______________________________ Date:________

Introduction

In our case study of this Reading Recovery school, we are conducting interviews with those involved in Reading Recovery, either directly or indirectly. Thank you for your participation in the process. If it's OK with you, I'd like to record the interview.

Questions

1. What is your teaching background? Grade(s)______Length of service_______________

2. What is your educational background?

3. What are the educational requirements for a teacher leader?

4. Who is your employer? Who usually employs a teacher leader?

5. What training have you received in order to become a teacher leader? (Where, who, and what)

6. How do you feel about the training you received in Reading Recovery? What is the most valuable part of the training? Is the training on-going?

7. What does your job as a teacher leader involve?

8. I have read that teacher leaders tutor children in Reading Recovery. Is this still in effect? If so, where do you personally tutor children? How is this arranged? Why

is this important to the program?

9. Have your own ideas of reading or teaching reading changed as a result of the training you received in Reading Recovery? If so, how?

10. Do you consider Reading Recovery to be a whole language program? Why or why not?

11. My understanding is that Reading Recovery children may not use invented spellings in their writings. Is this correct? If so, what is the thinking behind this practice?

12. What do you see as the role of the regular classroom teacher who has a student in Reading Recovery?

13. Is there an integration for the Reading Recovery student between Reading Recovery and the reading program in the regular classroom? If so, how is this accomplished?

14. When you are teaching the Reading Recovery teachers-in-training classes, what is your objective?

15. How do you determine Reading Recovery teacher effectiveness? Do all teachers-in-training successfully complete the training?

16. What are the key elements, or the strongest points, of Reading Recovery?

17. Could you name any areas of the Reading Recovery program that concern you and which might be modified?

18. What, in your experience, is the best way to teach reading in the regular classroom?

19. What is your definition of reading?

20. Is there anything you would like to tell me about Reading Recovery that I have not asked about?

Verification of Data

Date of Next Interview: Not anticipated

Interview of Ohio State University Staff

Name:___________________________________ Date:________

Introduction

Thank you for your time today. In this stage of the Reading Recovery study, we are attempting to describe the Reading Recovery program in a school. We are also including those individuals closely related to Reading Recovery outside the immediate school setting such as Ohio State University staff. I would like to ask you some questions and record the interview if it's OK with you.

Questions

1. How was Reading Recovery brought to Ohio from New Zealand?

2. What is important to an understanding of Reading Recovery?

3. (a) Is Reading Recovery a new way of teaching reading to at-risk readers? (b) If so, how is it different from other methods?

4. Are there methods used in Reading Recovery which could be used with small groups of children?

5. Do you think the present criterion for discontinuing, that of reaching the average reading level of the child's classroom, is the best method of discontinuing?

6. Reading Recovery has been called a whole language program. Would you characterize it as whole language?

Why or why not?

7. It is my understanding that invented spellings are not permitted in the writing component of Reading Recovery. (a) Is this the case? (b) If so, what is the thinking behind this practice?

8. What do you think are the key elements of Reading Recovery?

9. What would you like to tell me about Reading Recovery that I have not asked about?

Verification of Data

Date of Next Interview:Not anticipated

Appendix E

Verification Instructions

Date:

To:

From: Nell Meece

Re: Reading Recovery interview or observation verification

Thank you for your time and cooperation in this study.

This summary is being given to you as a verification of the correctness of the contents of our interview or observation.

Please do the following, which should not take a lot of your time:

@Read the summary and write any necessary corrections or additions directly on the pages, as if grading a paper.

@Sign the paper at the top of the first page and write "I agree with this summary as stated" or "I agree with this summary as corrected", whichever statement applies.

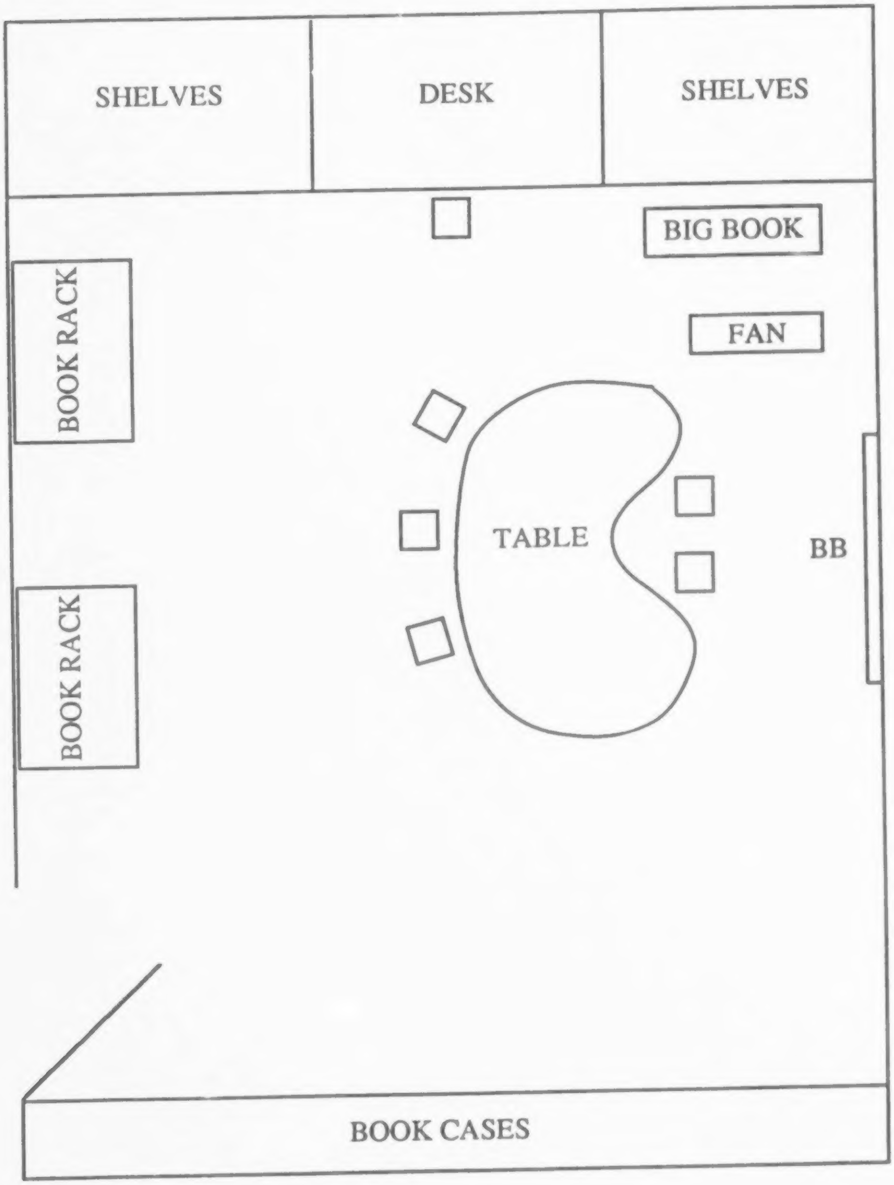
@Return the summary to me within a week in the envelope provided or personally when I return to the school within a few days.

Again, thank you for your part in the study.

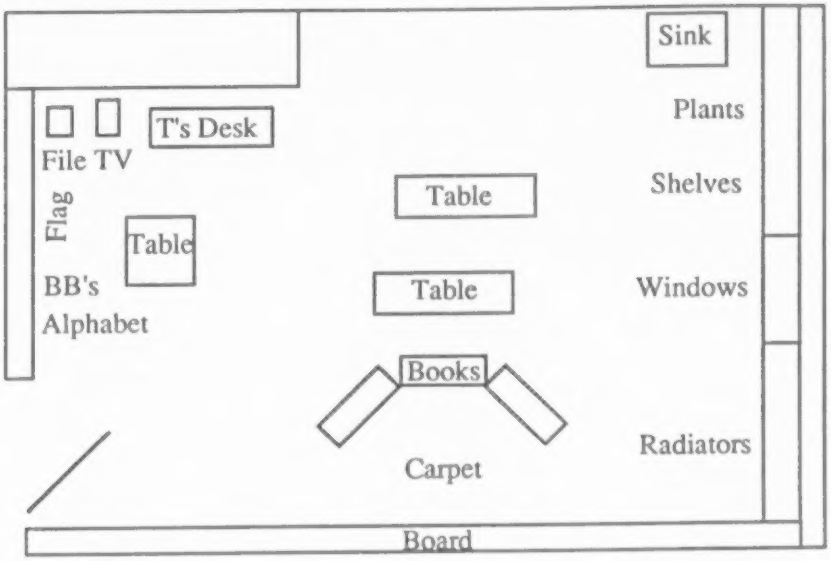
Appendix F

Classroom Diagrams

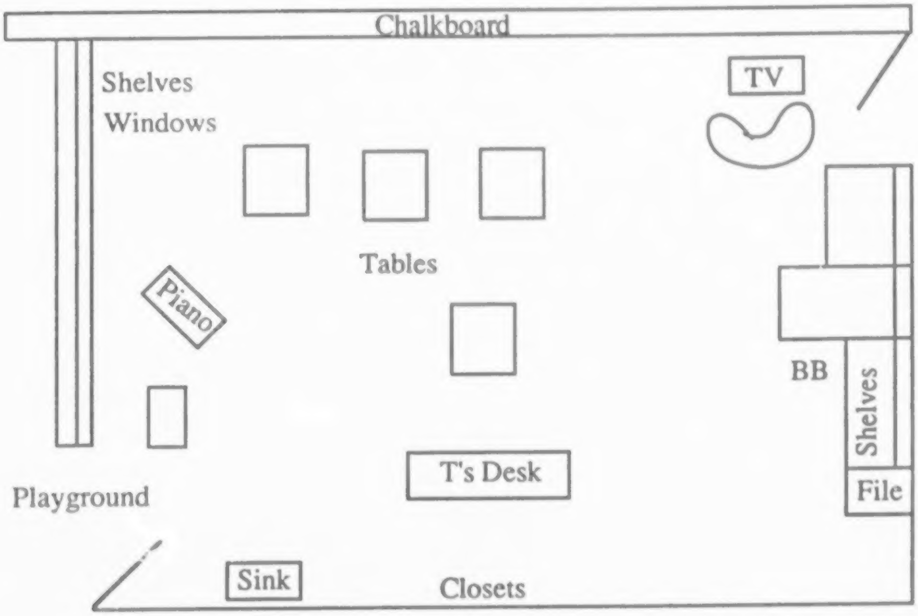
READING RECOVERY ROOM



FIRST GRADE #1



FIRST GRADE #2



Appendix G

Suggested Second Year Follow-up Study of the Reading Recovery Program

Suggested Second Year Follow-up Study of the Reading Recovery Program

Activities

In order to gain insight into the continuing progress of the former Reading Recovery students, the case analyst could conduct interviews with present classroom teachers of former Reading Recovery students, parents of the former Reading Recovery students, and the former Reading Recovery students. The analyst could observe the students during reading periods three times during the school year.

Schedule of Activities

November

1. The case analyst would have an appointment with the school principal to meet him or her, explain the study, and become familiar with the school building. The analyst would also learn which classrooms the former Reading Recovery students are in and meet their teachers, making arrangements for the first classroom visits and teacher interviews.
2. On the second visit, the case analyst would interview the classroom teachers of the students and observe the students during their reading periods.

February

In the month of February, the case analyst would observe students during their reading periods and interview their parents.

April

During the fourth visit to the school, the analyst would observe students during reading and interview each of the students.

May

On the fifth and final visit to the school site, the analyst would observe students during reading and have second interviews with the classroom teachers.

Methodology

The case analyst would use prepared interview schedules and observe classroom reading periods using prepared target questions. The analyst would take field notes and make audio tapes during interviews and observations. Summaries of the interviews and observations would be written by the case analyst. Summaries would be sent to the teachers and parents for verification purposes and returned to the analyst.

Following are suggested target questions for classroom reading observations and interview schedules.

Target Questions for Classroom Reading Observations

1. Describe the classroom reading program.

Are there reading groups or is the reading done on an individual basis?

Is there use of the basal reader and/or children's literature (trade books)?

Are the students involved with print through reading and writing a large portion of the time?

To what extent are the children involved with connected text?

Do the students complete worksheets?

2. Describe classroom organization which you observe.

Are there centers in the room? If so, describe them. How are they utilized?

How are assignments communicated to the children?

Do students work independently or in groups?

3. Are the observed children attending to assigned tasks?

4. Do the observed children listen attentively to directions and classroom instruction?

5. Does the teacher give the students positive reinforcement?

First Interview with a Classroom Teacher of a Former Reading Recovery Student

Name:________________________________ Date: _________________

Names of former Reading Recovery students in classroom this year: ____

Introduction

Thank you for your time today. In our study of Reading Recovery students who were in the program last year, we are interviewing the present teachers of those children. I have some questions to ask you regarding the children's present reading program and your observations of their reading progress so far this year. If it's OK with you, I'd like to record the interview.

Questions

1. To provide a description of the children's present reading program, could you describe how you teach reading in your classroom?
2. Were you aware at the beginning of the school year that these children had been in the Reading Recovery program last year? How did you become aware of it?
3. How would you characterize the individual children's reading levels? Their spelling abilities? Their writing (composition) abilities?
4. Do you notice any particular skills or strategies these children are using for word identification?

5. Do the individual children comprehend what they are reading?

6. Have any of the children been tested or will they be tested for special services or needs?

7. Are any of the children receiving special services this year?

8. Do any of the children receive tutoring outside the school program?

9. Do any of the students receive medical services affecting or relating to their school work?

10. Do the individual children show confidence as they go about their reading tasks?

11. What would you like to tell me about the students or Reading Recovery that I have not asked about?

Second Interview with a Classroom Teacher of Former Reading Recovery Students

Name: ______________________________ Date: ________________

Names of former Reading Recovery students in classroom this year: ____

Introduction

Thank you for meeting with me again to discuss your observations of former Reading Recovery students' reading abilities. I have some questions to ask regarding their reading progress during the school year. If it's OK with you, I'd like to record the interview.

Questions

1. New questions - Ask any new questions which have arisen during the course of the study this year.
2. How would you describe the children's reading progress during the past school year? List each child.
3. How would you describe each child's reading level? Spelling abilities? Writing abilities?
4. Do you notice any particular skills or strategies these children are using for word identification? List each child.
5. Have any of the children been receiving any special services from the school, outside tutoring, or medical services affecting his or her school work?
6. Will each of the students be promoted to the next grade?
7. If you were giving advice to the parents of each of these children regarding reading, what would it be?

8. If you were giving advice to next year's teacher regarding each of these children, what would it be?

9. What would you like to tell me about the students or Reading Recovery that I have not asked about?

Interview of a Former Reading Recovery Student

Name:________________________________ Date: ________________

Introduction

Last year when you were in the first grade, we studied Reading Recovery in your school. This year, we want to learn more about Reading Recovery. We would like to talk to students who were in Reading Recovery last spring and find out how your school year is going. If it's OK with you, I'd like to tape the interview. Thank you for your time today.

Questions

1. Do you like to read? Did you read books last summer?
2. What kinds of books do you like to read?
3. Did Reading Recovery help you learn to read better? If it did, how did it help you?
4. Are you a good reader?
5. When you are reading and you come to a word you don't know, what do you do?
6. Are you glad you were in Reading Recovery?
7. Are you reading well this year?
8. Are you receiving any extra help this year either in school or outside of school in any subjects?
9. Can you tell me something that you learned last year in Reading Recovery?
10. Is there anything else you would like to tell me about reading or about Reading Recovery?

Interview of a Parent of a Former Reading Recovery Student

Name: ________________________________ Date: ____________

Name of Child: ____

Introduction

In this study, we are following up students who were in Reading Recovery in the first grade last year. I would like to ask you some questions regarding your child's progress during the present school year. I'd like to record the interview if it's OK with you. Thank you for your time today.

Questions

1. Is your child reading well in school this year?
2. Do you think your child benefited from Reading Recovery?
3. Do you think your child has maintained what he or she learned in Reading Recovery?
4. Did your child read during the summer?
5. Does you child read in his or her spare time? Do you read to him or her?
6. Does your child receive any special help in school or outside of school with any subjects?
7. Is there anything else you would like to tell me about Reading Recovery or your child's reading experiences this year?

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